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IDENTIFIERS Canada; United States

ABSTRACT

The overview of the research and evaluation activities sponsored or conducted by the larger school systems in the United States and Canada provides references to studies in areas of concern to educators today. As an index to research and evaluation efforts, this annotated bibliography will facilitate the exchange of information by local school systems. The 216-item bibliography is based on a search of the material announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE) from January to December 1979. The citations are arranged in numerical order by ED (RIE) and EJ (CIJE) accession numbers. Each entry provides the following information: ERIC accession number (ED or EJ plus six digits), author, title, source, date of publication, and brief abstract of the material. Subject, author, and institution indexes appear at the end of the bibliography. The institution index includes the full address of each school district and the name and telephone number of a contact person. ERIC documents, material cited with ED accession numbers, may be purchased in paper copy or in microfiche from the ERIC Document Reproduction Service (EDRS). An EDRS order form follows the indexes at the back of the book. (Author)

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ED193287

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RESEARCH AND EVALUATION STUDIES FROM LARGE SCHOOL SYSTEMS 1979

Compiled by Barbara Hunt
June 1980

ERIC Clearinghouse on Tests, Measurement, & Evaluation
Educational Testing Service • Princeton, New Jersey 08541

TM 800 602

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FOREWORD

The Educational Resources Information Center (ERIC) is operated by the National Institute of Education for the United States Department of Education. It is an information system dedicated to the improvement of education through the dissemination of conference proceedings, instructional programs, manuals, position papers, program descriptions, research and technical reports, literature reviews, and other types of educational material. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using information that is obscure, unpublished, or not easily found elsewhere.

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires and processes documents and journal articles within the scope of interest of the Clearinghouse for announcement in ERIC's monthly publications, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE).

In addition to processing documents and journal articles, the Clearinghouse has another major function: the analysis and synthesis of information. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-art papers, and other interpretive reports on topics in its area of interest.

INTRODUCTION

This overview of the research and evaluation activities sponsored or conducted by the larger school systems in the United States and Canada provides excellent references to studies in areas of concern to educators today. As an index to research and evaluation efforts, this annotated bibliography will facilitate the exchange of information by local school systems.

The 216-item bibliography is based on a search of the material announced in *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE) from January to December 1979.

The citations are arranged in numerical order by ED (RIE) and EJ (CIJE) accession numbers. Each entry provides the following information: ERIC accession number (ED or EJ plus six digits), author, title, source, date of publication, and a brief abstract of the material.

Subject, author, and institution indexes appear at the end of the bibliography. The institution index includes the full address of each school district and the name and telephone number of a contact person.

ERIC documents, material cited with ED accession numbers, may be purchased in paper copy or in microfiche from the ERIC Document Reproduction Service (EDRS). An EDRS order form follows the indexes at the back of this book. However, ERIC microfiche collections are available for use at approximately 700 locations throughout the world; a listing of these locations is available on request from ERIC/TM.

Journal articles, material cited with EJ accession numbers, are not available either from EDRS or as part of the ERIC microfiche collection. Much of this material can be found in college and university libraries or large public libraries.

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability — "MF" means microfiche; "HC" means hard copy, i.e., reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price schedule see page on "How to Order ERIC Documents", in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Language—English, French

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

ED 166 401

CE 019 386

California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.

Chaffey Union High School District, Ontario, Calif.; Charter Oak Unified School District, Calif.; Huntington Beach Union High School District, Calif.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—19 Jul 77

Grant—G007604410

Note—71p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Basic Skills, Career Development, Career Education, Data Analysis, Educational Objectives, Experiential Learning, Federal Aid, Internship Programs, Program Descriptions, Program Evaluation, Secondary Education, Work Experience Programs. Identifiers—California (Los Angeles), California Association Work Experience Educators, Career Intern Program, Education Amendments 1974.

The California Association of Work Experience Educators (CAWEE) Career Intern Program, funded by a federal grant, sought to demonstrate that experience-based career education was a viable and needed alternative to existing learning experiences. Selecting three schools from three districts in the greater Los Angeles area, the program maintained a long-term enrollment of seventy-eight high school students during the course of the 1976-77 year. Specific persons at each school were designated to manage and coordinate program activities. There were periodic meetings of project, school, and/or district representatives. The program established six process- and three student-outcome objectives. (The student-outcome objectives focused on the areas of career development, basic skills, and academic knowledge and skills.) These nine objectives were further defined by a total of twenty-eight criteria. A summative approach was selected as the most feasible method to ascertain program effects and an evaluator was chosen to collect, analyze, and report data. In general, all nine objectives were met. In terms of the twenty-eight criteria specified, twenty-five were met (twelve exceeded) and three were substantially met. Response to the program by students, project staff, non-participating teachers, parents and employer/community resources was consistently and highly favorable. (Data tables, evaluation instruments, and recording forms are included.) (Author/CT)

ED 166 422

CE 019 640

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Career Development; Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Contract—0589-AA-NS-0-7-6A

Note—117p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Education, Basic Skills, Career Development, Career Education, Experiential Learning, Individualized Programs, Program Development, Program Effectiveness, Program Evaluation, Resource Centers, Secondary Education, Sex Fairness.

Identifiers—District of Columbia, Experience Based Career Education, Far West Laboratory Model.

A third-party evaluation of the District of Columbia Experience Based Career Education Program (D.C. EBCE) was conducted in 1978. The program involved tenth- and eleventh-grade students in an individualized program of study that included academic instruction and career development opportunities. Using the Context, Input, Process, and Product (CIPP) design, the evaluation determined the program's success in meeting its goals, which included gaining support of administration and parents; implementation, in terms of management, staff, and effectiveness of the resource site; academic quality; career development; and sex equity. Evaluation instruments included the Everyday Skills Test (reading and mathematics), the Career Maturity Inventory, and the Tennessee Self Concept Scale. These were administered on a pretest-posttest basis along with a writing skill test. Interviews and questionnaires were administered to advisory council members, staff, administrators, parents, and students. Additional information was obtained from records, documents, and observations. The conclusions drawn from these findings were as follows: (1) D.C. EBCE is reaching its goals and is supported by school administration, the community, and parents; (2) more development of resource sites is recommended for future years; (3) the D.C. EBCE's academic program is sound; (4) much progress has occurred in the area of career development; and (5) the Far West Laboratory model adapts well in the Washington, D.C., environment. (Data tables and sample questionnaires are included.) (CT)

ED 166 772

EA 011 265

Improving Instruction Through Supervision. Evaluation Report 1977-78.

Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.

Pub Date—78

Contract—0511-AA-NS-0-8-GA

Note—116p.; Some appendices may be marginally legible.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrative Personnel, Adoption (Ideas), Educational Administration, Educational Research, Elementary Secondary Education, In-service Education, Instructional Improvement, Professional Continuing Education, Program Descriptions, Program Evaluation, Questionnaires, Tables (Data), Teacher Supervision. Identifiers—District of Columbia Public Schools, Improving Instruction Through Supervision.

This evaluation report presents the accomplishments of the Improving Instruction Through Supervision Project since its implementation, with specific emphasis on 1977-78. The project was undertaken in Region VI of the District of Columbia Schools and was designed to improve the skills of administrators in supervising teachers. The program is based on the clinical supervision model that emphasizes a supportive and nonthreatening approach to supervision. Several methods of evaluation were used including examination of records, viewing of video tapes of practice, peer evaluation in conferences, a final exam for teacher participants, and a questionnaire of teacher opinion. A synthesis of these methods revealed a large number of findings concerning the program. Results indicate that the basic prerequisites for program implementation have been accomplished. All Region VI administrators and 153 Region VI teachers have been trained. The plans for each school have been formulated. All schools have moved progressively to implementation of the clinical model. Subsequent evaluations must be structured to monitor and document changes in effective behavior of school administrators and teachers and affective and cognitive behavior of students. A lengthy appendix presents measurement instruments and additional data. (Author/JM)

ED 166 821

EA 011 332

Weiner, Debra S.

Community Participation in Budget Development: A Case Study of the 1977 Budget Task Force of the Philadelphia School District.

Pub Date—31 Aug 78

Note—321p; Ed.D. Dissertation, Temple University

Available from—University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 79-10,027; \$8.25 microform; \$16.50 paper)

Pub Type—Dissertations/Theses (040)—Reports—Research (143)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Advisory Committees, Boards of Education, *Budgeting, Budgets, Case Studies (Education), *Community Involvement, Doctoral Theses, Elementary Secondary Education, Evaluation Methods, Literature Reviews, Models, *Program Evaluation, Questionnaires, School Superintendents, School Systems

Identifiers—*Philadelphia Public Schools PA

This study examines the circumstances under which a large urban school system opens the budget development process to the input of citizens groups and the difficulties involved in this effort. The scope of the study is limited to the analysis of the 1977 Budget Task Force (BTF) of the Philadelphia School District and observations of the Philadelphia Board of Education relating to citizen participation on budget development. The document contains a section on methodology; a review of the literature; a section on data analysis, findings, and conclusions; implications and recommendations; the conceptual framework for evaluating the success of the community participation; suggestions for further research; and a summary. Appendices and a bibliography are also included. The conceptual framework for evaluating citizen participation was constructed using five variables (origin, composition, scope of task, time span, and locus of decision-making) and eight fixed elements (candor, representativeness, consensus on criteria, time, access to information and people, support services, dissemination, and evaluation/feedback). (Author/IRT)

ED 166 825

EA 011 336

Boss, Gail V.

A Study of Alternatives in American Education. Vol. I: District Policies and the Implementation of Change.

Rand Corp., Santa Monica, Calif.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-2170/1-NIE

Pub Date—Apr 78

Contract—B2C-5326

Note—236p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—*Adoption (Ideas), *Alternative Schools, Educational Alternatives, Educational Policy, Elementary Secondary Education, Free Choice Transfer Programs, *Inservice Teacher Education, Organizational Communication, *Parent Participation, Program Costs, Program Descriptions, *Resource Allocations, School Systems, *Teacher Placement

Identifiers—Alum Rock Public Schools CA, Cincinnati Public Schools OH, Eugene Public Schools OR, Minneapolis Public Schools MN

This study analyzes the establishment of public alternative schools and programs from the perspective of school district management. An alternative school or program is defined as one that is full-time, is available to students on a voluntary basis, and is in some way distinctive from the district's standard program. Chapter 1 is introductory. Chapter 2 provides a background sketch of the sample districts. Chapter 3 describes the origins of alternatives, the methods for establishing new programs, the types of educational changes attempted, and the resources made available for implementation. Chapter 4 analyzes a series of management issues in implementing alternatives, comparing the ways in which these four districts handled them. The six issues are assigning staff, providing staff training, allocating facilities, establishing procedures for student selection of programs, providing information to the consumer, and establishing procedures for parental participation. Chapter 5 explores the current status

and future prospects of alternatives in each district. Chapter 6 summarizes what has been learned about effective strategies for creating and managing public alternative schools under different types of conditions. An appendix examines the types of excess costs that may be involved. (Author/IRT)

ED 166 831

EA 011 342

Dow, Ian I. And Others

The Development of a Curriculum Change Indicator.

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—368p; Not available in paper copy due to marginal legibility of pages 18-96

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 (\$5.00)

Pub Type—Reports—Evaluative (142)—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Research, Elementary Education, Foreign Countries, Guides, Item Banks, Manuals, Measurement Instruments, *Measurement Techniques, Questionnaires, School Surveys, Statistical Analysis, Tables (Data), Teacher Attitudes, Teacher Behavior

Identifiers—Ontario

The project reported on here was established to develop an item pool to reflect the universe of content set down in "Education in the Primary and Junior Division" (EPJD), which was adopted by the Ontario Ministry of Education in 1975 to provide a general framework for the justification of curricular decisions; to provide a curriculum change indicator, a diagnostic instrument for determining how closely a given classroom reflects the content set down in EPJD; to produce a manual of instructions to accompany the instrument for use by teachers and administrators; and to prepare a report describing the process, the results, and the findings of the study. This is the report. It contains, along with a discussion of the item selection process and a description of the refinement of the curriculum change indicator, manuals for both the curriculum change indicator and the item pool, the EPJD teacher behavior assessment instrument, and the curriculum change indicator. (Author/IRT)

ED 166 832

FA 011 343

Beck, Clive And Others

The Moral Education Project (Year 5). Final Report 1976-77.

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—169p; For a related document, see ED 151 285

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 (\$3.00)

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Adoption (Ideas), Case Studies, Case Studies (Education), Course Descriptions, *Curriculum Development, Educational Research, Elementary School Teachers, Elementary Secondary Education, *Ethical Instruction, Foreign Countries, Instructional Materials, *Personal Values, Program Descriptions, Records (Forms), Secondary School Teachers, Teacher Developed Materials, Teaching Methods

Identifiers—Ontario, *Values Education

In 1976-77, the moral education project of Ontario researched curriculum and pedagogy in the fifth year of its program for the purpose of developing a systematic way of introducing values education into grades 2-13. The study helps teachers encourage students to reflect on their own values in the light of fundamental life goals. It is divided into 10 sections with the following information: a summary of the objectives; characteristics of the school, the classroom, the teacher, and the students; the role of learning materials; previous findings and a guide for future preparation of materials; a guide to using materials; specific teaching and learning activities; teaching skills needed; three different approaches to values education; and a description of the relationship between the reflective approach and six other approaches to values education. The study closes with five case studies. (Author/LD)

ED 166 833

EA 011 344

Whise, James And Others

An Investigation into the Effects of Alcohol Use in Ontario Schools.

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—242p; Not available in paper copy due to small print of much of the original document

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 (\$2.00)

Pub Type—Tests/Questionnaires (160)—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alcoholic Beverages, *Behavior Problems, Data Collection, *Drinking, *Drug Abuse, Educational Research, Foreign Countries, Questionnaires, School Surveys, Statistical Data, *Student Attitudes, Surveys, Tables (Data), *Teacher Attitudes

Identifiers—Ontario

The purpose of this study was to determine the effects of alcohol use on student behaviors in Ontario schools. The study was designed to investigate the prevalence of alcohol use by students in grades 7-13 and the effects of drinking on classroom and school behaviors by interviewing both students and teachers. The teachers were surveyed to determine their awareness and perceptions of drinking problems at their school. The report presents a short review of the pertinent literature, a description of the research methods, and the findings from both the student and teacher questionnaires. The major findings provide an indication of the extent to which alcohol use causes problems in schools throughout the Province, the types of problems drinking creates, the extent and frequency with which students use beer, wine, liquor, and other drugs, the relationship between drinking and the use of other drugs, the effects of drinking on social relationships, and the extent to which grade, grade average, and sex influence alcohol-related student behaviors. (Author)

ED 166 860

EA 011 382

Little, Gary M.

The Seattle Pilot: Evaluation, Probation and Non-renewal of Certificated Teachers. Revised.

Pub Date—Nov 78

Note—37p.

Pub Type—Guides—General (050)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrative Personnel, Check Lists, Contracts, Due Process, Guides, Records (Forms), *State Legislation, *Teacher Dismissal, *Teacher Evaluation, Teachers, Tenure

Identifiers—Board of Regents v Roth, Perry v Sindermann, Seattle Public Schools WA

This booklet explains the statutory procedures for not renewing a teacher's contract or discharging a teacher in the state of Washington. It offers a fill-in timetable and step-by-step checklist that are used in the Seattle school district to help administrators meet statutory timelines. Appendix A contains procedures for evaluation of classroom teachers as found in the Seattle school district/Seattle Teachers Association 1978-79 collective bargaining contract. Appendix B contains a checklist from the same source that is the minimum evaluative criteria established by the state superintendent of public instruction. Appendix C offers a copy of the district's annual performance evaluation form and instructions for its completion. The booklet suggests that timeliness is crucial if a district's decision to non-renew is to be upheld and if a teacher is to receive adequate opportunity to improve. (Author/LD)

ED 166 869

EC 112 993

Public Service Administration Internship Program in Career Education. Final Report.

Montgomery County Public Schools, Rockville, Md.

Report No.—354AH60772

Pub Date—78

Contract—300-76-0286

Note—126p; Not available in hard copy due to marginal legibility

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Data Collection, Educational Objectives, *Gifted, *Internship Programs, Models, Program Descriptions, *Program Evaluation, *Public Service Occupations, Second-

ary Education, Senior High Schools, Task Analysis, Work Study Programs

Identifiers—Talent

The final report reviews a public service administration internship program for 33 gifted and talented Montgomery County (Maryland) high school juniors and seniors. Learner and process objectives, minor changes, and the dissemination plan are presented for the program which utilizes the internship model developed by Executive High School Internships of America. A third-party evaluation of the program is provided with information on data collection, analysis procedures, findings, and interpretations. Cited among the findings are overall student satisfaction with the program (which required that they were not in school during the semester in which they were interns); overall sponsor satisfaction with the program, especially in the area of demonstrating good work habits; and general lack of communication on the part of both sponsors and interns in the area of sponsor-intern meetings. Among the 26 attachments included are a seminar and project check list, a work habits profile, an end-of-term inventory, a weekly time sheet, and a log analysis profile. (PHR)

ED 166 889 EC 113 501

Ehrlich, Virginia Z.

The Astor Program for Gifted Children: Pre-Kindergarten Through Grade Three.

Columbia Univ., New York, N.Y. Teachers College; New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Vincent Astor Foundation, New York, N.Y.

Pub Date—Oct 78

Note—268p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Curriculum, *Gifted, *Preschool Education, Program Administration, Program Descriptions, Program Evaluation, Program Planning, *Resource Centers, Talent Identification

Identifiers—*Astor Program for Gifted Children

The report presents a summative evaluation of the Astor Program for Gifted Children, which developed a resource center and also implemented a "host school" concept for intellectually gifted preschoolers in New York City. The program director's tasks in coordinating a resource center are discussed, including involving policy makers at high levels of authority, public relations, information and consultant services, and citywide conferences and training institutes. Some guidelines for the functions of a resource center are also presented. The program's planning and administration are discussed in terms of teacher selection - which gets a special focus in a later section - selecting participating districts and schools, and some early problems. Pupil selection is reviewed, along with various background data on the participating students and their families. The curriculum itself is examined, including the standard skills, special interest topics, and individual talents it covered, as well as character development and personal growth. The evidence is said to indicate, among other things, that the Astor Program fostered significant gains in student achievement, specifically in the areas of work knowledge, reading, and mathematics, and in love of learning and enthusiasm for school. Various forms, questionnaires, and lists are appended. (DLS)

ED 166 938 FL 010 063

Beardsley, Barbara And Others

ONTERIS Printed Index. Cumulated Subject/Author Index to Volumes 1 and 3.

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—339p.; For related documents, see FL 010 064-065.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada (\$3.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Boards of Education, *Citation Indexes, *Data Bases, Documentation, *Education, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, Indexes (Locators), *Information Dissemination, *Information Retrieval, Permuted Indexes, Postsecondary Education, Reference Materials, Subject Index Terms

Identifiers—Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. An alphabetical subject index and an author index to "ONTERIS Abstracts," Volumes One and Three are presented here. In addition, an introductory section on the following topics is included: (1) an explanation of the 1978 editions of "ONTERIS Abstracts" and of the present volume which supersedes Volume 2; (2) background to ONTERIS; (3) the coverage of the abstract volumes; (4) a description of the style and form of the abstracts; (5) an explanation of the alphabetical subject index which was produced by PRECIS (Preserved Context Indexing System); (6) a sample ONTERIS record and explanation of the terms used; (7) a glossary of types of studies; (8) availability information; (9) microfilming information; (10) discussion of future expansion; (11) the question of a French language version; (12) information on machine retrieval by ISIS; (13) acknowledgements; and (14) an evaluation form. (AMH)

ED 166 939 FL 010 064

Beardsley, Barbara And Others

ONTERIS Abstracts, Volume 3.

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—577p.; For related documents, see FL 010 063-065.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada (\$4.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Abstracts, Boards of Education, *Data Bases, *Documentation, Education, Educational Programs, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, Indexes (Locators), *Information Dissemination, *Information Retrieval, Postsecondary Education, Reference Materials

Identifiers—Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. This volume contains resumes of 740 documents, numbered ON00627 to ON01367. In addition to current Ministry of Education and Toronto area board research reports, the coverage includes reports from school board research units across the province, Ontario Educational Communications Authority (OECA) reports, reports from the Ontario Institute for Studies in Education (OISE) not funded by the Ministry, and a few from the Ontario Educational Research Council (OERC). Each resume provides bibliographical data, descriptors, availability information, an abstract or annotation, cross references where applicable, and information regarding the source of the document. Computer searches of the ONTERIS Data Base are available through the Educational Information System for Ontario (EISO). (Author/AMH)

ED 166 960 FL 010 065

Beardsley, Barbara And Others

ONTERIS Abstracts, Volume 1 (Revised).

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—628p.; For related documents, see FL 010 063-064.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 Canada (\$3.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Abstracts, Boards of Education, *Data Bases, *Documentation, Education, Educational Programs, *Educational Research, *Educational Resources, Educational Technology, Elementary Secondary Education, Indexes (Locators), *Information Dissemination, *Information Retrieval, Postsecondary Education, Reference Materials

Identifiers—Canada, Ontario, *ONTERIS

ONTERIS is a computerized information retrieval system in education located in Canada. This volume contains resumes of the first 626 documents collected and indexed for the system. It covers all research produced up to 1976 by the research units of the eight boards of education in Metropolitan Toronto and other research funded by the Ontario Ministry of Education. Each resume provides bibliographical data, descriptors, availability information,

an abstract or annotation, cross references where applicable, and information regarding the source of the document. Computer searches of the ONTERIS Data Base are available through the Educational Information System for Ontario (EISO). (Author/AMH)

ED 166 967 FL 010 076

Greene, Jennifer E.

Improving in a Standardized Reading Comprehension Test.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—78

Note—19p.; Paper presented at the meeting of the Linguistic Society of America (Summer 1978)

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Educational Research, Elementary Secondary Education, Error Analysis (Language), Item Analysis, Language Skills Objective Tests, *Reading Comprehension, *Reading Tests, *Standardized Tests, Testing, Testing Problems, Test Interpretation, *Test Validity, *Test Wiseness

Identifiers—Iowa Test of Basic Skills

This paper reports an investigation of inferencing in Form Five of the Reading Comprehension component of the Iowa Test of Basic Skills. The first step in the investigation consisted of an analysis of the language of the test to determine how the inferencing strategies employed might serve to mask answers. This preliminary analysis suggested that conflicting strategies available for answering a given question might make it difficult for students to determine the strategy for which the test would credit them. A second stage of the study focused on a comparison between the observations made in step one and students' perceptions of ambiguities in the test. Six children each in grades three, five and seven representing a spread of reading ability and verbal skills were interviewed within a month following administration of the test. While their ability to talk about the ambiguities varied, they did detect them. This investigation led to the conclusion that while the test necessitates reading comprehension, it really measures the particular language skills possessed by test-wise children. (Author/AMH)

ED 166 992 FL 010 145

Shon, Mary Lee

Korean Children's Day, Hangeul Orini Nel.

Los Angeles Unified School District, Calif.

Pub Date—76

Note—24p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Korean; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Instructional Materials, *Korean, *Korean Americans, Korean Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Korean and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story about two Korean-American children celebrating the Korean Children's Day. (NCR)

ED 166 993 FL 010 147

Korean Thanksgiving, Chongnagol.

Los Angeles Unified School District, Calif.

Pub Date—75

Note—21p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Korean; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Instructional Materials, *Korean, *Korean Americans, Korean Culture, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual reader in Korean and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story about a family's celebration of a traditional Korean Thanksgiving. (NCR)

ED 167 114 IR 006 854

Maser, Arthur L. And Others

Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.

Highline Public Schools, Seattle, Wash.

Pub Date—30 Jun 77

Note—114p.; Parts marginally legible due to print quality

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Arithmetic, *Basic Skills, *Computer Assisted Instruction, *Economically Disadvantaged, Educational Alternatives, *Educationally Disadvantaged, Language Skills, Parent Attitudes, *Program Effectiveness, Program Evaluation, Reading Skills, Secondary Education, Skill Development, Student Attitudes, Teacher Attitudes

This description of a computer-assisted instruction project, which provides an alternative approach to individual instruction in basic skills for economically and educationally disadvantaged students at the secondary level, includes the results of evaluations conducted at the end of each of three school years. Instruction in priority areas—arithmetic, language arts, and reading—was administered to students severely deficient in one or more skill areas in a different manner within each school. Management and student outcome objectives were evaluated by written documentation and data on student pre- and posttests. Data indicate that student use was excellent during the 1974-1975 school year, outcome objectives were met, and response by students, parents, and faculty was generally positive. Management and student outcome objectives in the second year of implementation met or exceeded expectations, student and teacher involvement increased remarkably, and student, parent, and faculty attitudes were especially positive. Objective data for the third year of operation produced the most outstanding results, indicating that the program was highly successful and that computer-assisted instruction is a viable method of building basic skills with eligible students. (CWM)

ED 167 386 SE 026 765

Berger, Jennie Lombardi, Alice

Mathematics, Grade 2. Curriculum Bulletin No. 11.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date—78

Note—191p.; For related document, see SE 026 766; Not available in hard copy due to copyright restrictions

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$3.75; Make check payable to Auditor, Board of Education)

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Grade 2, *Instruction, Learning Activities, *Spiral Curriculum, *Teaching Guides A comprehensive mathematics program for grade 2 is presented in 58 units. These units are organized around four central themes: (1) number and numeration; (2) operations with numbers; (3) geometry and measurement; and (4) graphs, problem solving, and probability. A spiral approach is used with various topics being indexed as to unit and page. Specific learning experiences are suggested for each unit. Suggested use of mathematical laboratory

materials is found throughout. (MP)

ED 167 387 SE 026 766

Berger, Jennie Lombardi, Alice D.

Mathematics, Grade 3. Curriculum Bulletin No. 9. New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date—78

Note—184p.; For related document, see SE 026 765; Not available in hard copy due to copyright restrictions

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, New York 11201 (\$3.50; Make checks payable to Auditor, Board of Education)

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Grade 3, *Instruction, Learning Activities, *Spiral Curriculum, *Teaching Guides A comprehensive mathematics program for grade 3 is presented in 66 units. These units are organized around four central themes: (1) number and numeration; (2) operations with numbers; (3) geometry and measurement; and (4) algebraic concepts, graphs, probability, statistics, and problem-solving. A spiral approach is used with various topics being indexed as to unit and page. Specific learning experiences are suggested for each unit. Suggested use of mathematical laboratory materials is found throughout. (MP)

ED 167 581 TM 008 298

Maraschiello, Richard F. Pruzo, Kenneth W.

Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Oct 78

Note—73p.; Parts may be marginally legible due to type

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Classroom Observation Techniques, *Compensatory Education Programs, Disadvantaged Youth, *Educational Methods, Educational Objectives, Federal Programs, Parent Participation, Preschool Education, *Preschool Programs, Program Evaluation, School Health Services, Social Services, Staff Improvement

Identifiers—Pennsylvania (Philadelphia), Philadelphia School District PA, Project Head Start

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 563 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

ED 167 582 TM 008 300

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.79.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jul 77

Note—127p.; For related document, see TM 008 301; Not available in hard copy due to marginal legibility of original document

Pub Type—Numerical/Quantitative Data (110) -

Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Gains, *Basic Skills, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results

Identifiers—*Austin Independent School District TX, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report describes the systemwide evaluation data for the school year 1976-77, which demonstrate improved performance in the basic skills areas of reading and mathematics, including reading in other subject areas. The results are presented in detail. Overall, achievement in the basic skills was shown to have improved over the previous year. (Author/CTM)

ED 167 583 TM 008 301

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jun 77

Note—378p.; For related document, see TM 008 300; Not available in hard copy due to marginal legibility of original document

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, *Basic Skills, *Educational Assessment, Elementary Secondary Education, Mathematics, National Norms, Program Descriptions, Reading Achievement, Surveys, Tables (Data), *Testing Programs, Test Results

Identifiers—*Austin Independent School District, TX, Boehm Test of Basic Concepts, Metropolitan Readiness Tests, Sequential Tests of Educational Progress, Texas (Austin)

A series of reports describes the activities of the Office of Research and Evaluation and compiles data descriptive of the Austin (Texas) Independent School District. This report consists of four appendices, one for each of four test batteries: California Achievement Tests, Sequential Tests of Educational Progress, Boehm Tests of Basic Concepts, and Metropolitan Readiness Tests. Data are provided in detail. Brief comments describe the meaning of the results, compare scores with the previous year, and identify strengths and weaknesses in the school program. (CTM)

ED 167 584 TM 008 303

Final Evaluation Report. 1976-1977 Project P.A.V.E. Evaluation. Publication Number: 76.57.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—60p.; Best copy available

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Counseling Effectiveness, *Educational Assessment, Educational Objectives, Program Descriptions, Program Evaluation, Program Planning, Senior High Schools, *Special Education, Vocational Counseling, *Vocational Education

Identifiers—*Project PAVE

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programming, and extracurricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

ED 167 585 TM 008 305

Final Technical Report 1976-1977. State Compensatory Education. Publication Number 76.66.
Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—278p.; For related document, see TM 008 306; Parts marginally legible due to print quality; Best copy available

Pub Type—Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Basic Skills, Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, Evaluation Criteria, Federal Programs, *Program Attitudes, Program Evaluation, *Program Planning, Questionnaires, *State Programs, Surveys

Identifiers—Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning—including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Evaluation focused on thirty decision questions. This document describes test administration, and tabulates the results of the sixteen instruments used to collect data regarding these questions. Two of the instruments were standardized tests (California Achievement Tests and Boehm Test of Basic Concepts). The remaining instruments were developed by the school district to interview, survey, or observe principals, teachers, students, and other SCE personnel. Some of the instruments are included, and the evaluation questions relevant to each instrument are discussed. (CP)

ED 167 586 TM 008 306

Final Evaluation Report 1976-77. State Compensatory Education. Publication Number 76.61.
Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—132p.; For related document, see TM 008 305; Some tables may not be legible due to small print size in original document

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, Institutional Characteristics, *Program Attitudes, Program Descriptions, Program Evaluation, *Program Planning, School Involvement, *State Programs

Identifiers—Elementary Secondary Education Act Title I, Texas

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning—including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Because of the diversity of programs planned by the ten schools in the basic skills component and the four schools participating in the bilingual component, the SCE evaluation was not objectives-based; instead, it focused on thirty decision questions regarding the program's potential for generalization to other funding sources and other schools, since refunding of SCE was unlikely. Most of the questions addressed the planning of SCE programs and staff development workshops, implementation (in general and by individual schools), and the role of area directors and instructors. Several questions dealt with academic achievement as measured by the California Achievement Tests and the Boehm Test of Basic Concepts. The remaining questions involved attendance, student attitudes, and use of SCE instructional materials. (CP)

ED 167 593 TM 008 366

Felix, Joseph L.
Commitment to Instructional Clients for R&E in the Cincinnati School System.

Pub Date—[Mar 78]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Evaluators, *Institutional Autonomy, Models, Needs Assessment, Program Evaluation, Public School Systems, *Staff Role

Identifiers—*Cincinnati Public Schools OH, *Context Input Process Product Evaluation Model, Ohio (Cincinnati)

Beginning in 1970, the Cincinnati Public Schools experienced a shift in emphasis from centralized evaluation to local school program development and evaluation. Three functional models currently operate to evaluate three programs: Title I, alternative integration, and disadvantaged students. Each is distinguished by the level of trust existing between local school and central administration. The models conform to Stufflebeam's CIPP model which involves four evaluation stages: (1) context (needs assessment); (2) input (selecting alternatives for meeting goals); (3) process (implementing the program); and (4) product (evaluating goals). The Local School Evaluator (LSE) is a centrally based but locally functioning specialist whose services can be explained within the CIPP framework. Process-product services include interpreting basic skill mastery reports, Title I school profiles, and data from alternative programs. Context-input services include standardized test item analyses, interpreting the annual school and community survey, and comparing results to previous years. (Author/CP)

ED 167 613 TM 008 426

Raivetz, Mark J.

The Effects of Budget Reductions on Program Evaluation in a Large Urban School System: Providing Services Beyond Resources.

Pub Date—Mar 78

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Financial Problems, *Job Layoff, *Problem Solving, Program Evaluation, *Research Coordinating Units, School Community Relationship, School Districts, *School District Spending

Identifiers—Pennsylvania (Philadelphia), *Philadelphia School District PA

To examine Philadelphia's 1977 school budget crisis, a chronology of events from receipt of the proposed budget to final court approval is listed. Many parties were involved within the school district and in the community. Frequently, one or more parties blamed other parties for creating the problem. Directors of each of the five service components in Philadelphia's Office of Research and Evaluation prepared statements detailing the impact of budget restrictions, particularly staff layoff, on their respective divisions. The five components are: administrative and survey research, testing, federal evaluation, priority operations, and instructional research and development. Directors reported that the main effects of the budget crisis were low morale, unfulfilled potential, and interruption of program evaluations and report production. Recognizing that the budget crisis is a perennial problem, the Small Project Assessment Service was initiated to provide directors of projects with limited funds and with technical expertise from the Office of Research and Evaluation. While the Service needs some revision, the concept is a good one—especially in financially troubled times. (CP)

ED 167 631 TM 008 451

Cunningham, Claude H.

An Evaluation of Houston's Magnet School Program.

Pub Date—Mar 78

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association, (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, *Alternative Schools, Blacks, Caucasians, Integration Litigation, Mexican Americans, *Program Attitudes, Program Descriptions, *Program Evaluation, *School Integration, Student Recruitment, Teacher Integration

Identifiers—Houston Independent School District TX, *Magnet Schools, Texas (Houston)

A project-wide evaluation of the Houston, Texas magnet school program indicated that it successfully implemented four court-defined desegregation goals: (1) fewer schools which are 90% or more white or combined black and Mexican-American; (2) fewer students who attend such schools; (3) free transportation for magnet school students; and (4) an ethnically balanced instructional staff. Data reported by the 50 individual magnet schools and substantiated by program audits and site visits indicate that the program provided high quality alternative educational programs which attracted students from all geographic and ethnic sectors of the district. The programs represent grades pre-K through 12. Of the 23 proposed objectives, 36 were not accomplished. Some of these objectives were in areas of primary concern, such as recruitment and enrollment, overall academic achievement, and achievement in the magnet schools' specialty area. Achievement gains on magnet campuses were significantly greater than on non-magnet campuses, for grades 3 to 4; there were no significant differences at other grade levels. Responses of 2,931 students, parents, teachers, and administrators were not overwhelmingly positive toward the program; many respondents felt the public had inadequate information. The Magnet Program was, however, much more successful than previous district integration plans—freedom of choice, school pairing, and the Singleton ratio. (CP)

ED 167 659 UD 019 075

Stephens, O. Z.

Induced Desegregation: Its Effects on White Pupil Population and Resegregation in the Memphis City School System.

Pub Date—19 Mar 76

Note—127p.; Not available in hard copy due to marginal legibility of original; Appendix A, pages 81-92 (copyrighted material) has been deleted

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, *Caucasian Students, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, *Enrollment Trends, *Integration Effects, Integration Litigation, Racially Balanced Schools, *Racial Segregation, *School Integration, Technical Reports, *Urban to Suburban Migration

Identifiers—Tennessee (Memphis), *White Flight

This report argues that recent court decisions and the subsequent implementation of desegregation plans have contributed to rapidly increasing resegregation of the public school population. Official enrollment data for the Memphis City School System from 1963 to 1976 is used to: (1) examine enrollments in light of induced desegregation from its inception in the 1972-73 school year to 1975-76; (2) project the racial composition of the school system, particularly white enrollment, for future planning purposes; and (3) identify some possible consequences of those projected enrollments as they relate to planning procedures. Taken into consideration, are normal white attrition rates and the annexation of Raleigh area schools which represented 26 percent of the school system's total white enrollment. Numerous tables and graphs provide comparative enrollment data for grades 1-12 in the school system. Appendices include a list of 1975-76 private and parochial school enrollment figures, and black and white birth rates for Memphis and Shelby Counties (1959-1965). (EB)

ED 167 660 UD 019 076

Staff Perceptions of the Internal and External Effects of Desegregation.

Memphis City School System, Tenn.

Pub Date—Nov 78

Note—228p.; Not available in hard copy due to reproduction quality of the original document

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Black Students, Caucasian Students, Community Involvement, Curriculum Development, Elementary Secondary Education, Enrollment, Expenditures, *Integration Effects, Parent Participation, Peer Relationship, Public Support, *School Integration, Statistical Studies, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Attitudes

Identifiers—Tennessee (Memphis), White Flight
Parent/community involvement in public education

tion is discussed in terms of positive and negative changes. White flight, declining test scores, discipline problems, and rising educational expenditures are cited as contributing factors to the negative language and decreased public support for education. Moral and labor management relations before and after desegregation are the topics considered in an examination of employee relations. Positive and negative results of media involvement are listed. Descriptions of teacher, pupil, and principal interpersonal relationships take into account the racial ratio of the student body. Declining enrollment is attributed to desegregation activities, the "move to suburbia," and a declining birth rate. Achievement results for black and white students are reported on for grades 3, 5, and 7 in schools of different categories. Internal and external efforts at curriculum changes are examined. Also discussed are student interests in extracurricular activities and budgetary problems. Appendices deal with different aspects of declining enrollment and budgetary problems in the Memphis school system. Letters regarding desegregation litigation and busing are included. (EB)

ED 167 665 UD 019 148

Bernoldi, Arthur R.
City-As-School, School Year 1977-1978. Validation Report.

New York City Board of Education, Brooklyn, N.Y.
Office of Educational Evaluation.

Pub Date—[79]

Note—42p.; Not available in hard copy due to reproduction quality of the original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Alternative Schools, Career Education, City Wide Programs, *Community Attitudes, Community Resources, *Educational Alternatives, Educational Programs, High Schools, Motivation, Program Descriptions, Program Evaluation, Secondary Education, *Student Attitudes, *Teacher Attitudes

Identifiers—City As School NY, *New York (New York)

This report is a statistical summary of raw data on the success of City-As-School (CAS), an experience-based New York City independent alternative high school. A brief description of CAS, its objectives, resource use, staffing, student population, financing, and processes is provided. Data from the Career Maturity Inventory Competence Test, the Career Maturity Inventory Attitude Scale, comparative studies of the student population, interviews with students and staff, community resources and attitudinal surveys given to students, and staff and community resources are used to review and analyze a series of eight behavioral objectives. Assessed is the impact of the program in fostering growth in student occupational knowledge, self-awareness, motivation, course completion, interest and scholastic achievement, and attitudes toward education and CAS as a learning environment. Results of the assessments are summarized and recommendations for continuing the program are made. (EB)

ED 167 666 UD 019 150

School Integration Surveys: Preliminary Report.
San Diego Unified School District, Calif.

Pub Date—May 77

Note—81p.; For a related document, see UD 019 151

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Attitudes, Bus Transportation, *Community Attitudes, Counselor Attitudes, Elementary Secondary Education, Parent Attitudes, *School Integration, *Student Attitudes, Tables (Data), *Teacher Attitudes

Identifiers—*California (San Diego), Magnet Schools

In this report, six surveys dealing with attitudes towards integration of San Diego schools are presented. Groups surveyed were registered voters, parents, certificated personnel, classified personnel, secondary school students, and elementary school students. Field work for each separate survey is described. Survey questions are listed and answers are tabulated. (W1)

ED 167 667 UD 019 151

School Integration Surveys: 1978 Report.
San Diego Unified School District, Calif.

Pub Date—May 78

Note—114p.; For a related document, see UD 019 150

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Black Students, Caucasian Students, Elementary Secondary Education, Enrollment Trends, *Public Opinion, *School Integration, *Surveys, *Urban Schools

Identifiers—*California (San Diego), Learning Center Program, Magnet Schools, Voluntary Ethnic Enrollment Program.

Surveys dealing with school desegregation in San Diego, California and results are provided for the following areas: (1) registered voters; (2) parents whose children are not participating in the Magnet or Voluntary Ethnic Enrollment (VEEP) programs; (3) parents with children in VEEP; (4) parents with children enrolled in the Learning Center Program; (5) parents with children attending Magnet School programs; (6) parents of white children who left the San Diego City Schools between March 1 and October 7, 1977; (7) certificated personnel; (8) classified personnel; (9) students enrolled in secondary Magnet School programs; (10) students enrolled in elementary Magnet School programs; and (11) students enrolled in the Learning Center Program. The methodology and respondent sample for each survey presented is briefly described. (Author/EB)

ED 167 671 UD 019 174

Fargo, George Laine, Janice

Ethnicity and Reading Problems in Hawaii.

Pub Date—79

Note—18p.; Not available in hard copy due to author's restriction; Parts of this document may be marginally legible due to poor print quality of the original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Cultural Background, Cultural Differences, Elementary Secondary Education, *Ethnicity, Higher Education, *Minority Group Children, *Multicultural Education, Program Descriptions, *Reading Achievement, *Reading Programs

Identifiers—*Hawaii, Hawaii English Program, Kamehameha Early Education Program

The reading problems unique to Hawaiian children are related to the diverse ethnic culture composition of the State. A contributing factor is the discrepancy between percentages of ethnic groups and their representations in the ranks of students and teachers. Data indicate an underrepresentation of Filipino and Hawaiian students and an overrepresentation of Chinese and Japanese students in the ranks of high academic achievers. In addition, there is a cultural and ethnic mismatch between students and teachers at both the public school and university levels. There is strong evidence that this mismatch is responsible for the low achievement rates of Filipino and Hawaiian students. The relationship between ethnicity and academic achievement is supported by a number of studies. In recognition of this relationship, two programmatic approaches, the Hawaii-English Program and the Kamehameha Early Education Program, have been implemented in an attempt to improve the English language skills of Filipino and Hawaiian students. It is hoped that the recognition of ethnic and cultural diversity in the schools will enhance the reading achievement of these pupils. (EB)

ED 167 684 UD 019 213

Johnson, Judine Bishop

The Development and Implementation of the STELLAR Project for 'At Risk' Title I Students.

Pub Date—Feb 78

Note—395p.; Not available in hard copy due to marginal legibility of original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Compensatory Education Programs, Curriculum Development, *Educationally Disadvantaged, Elementary Education, *Individualized Instruction, Inservice Teacher Education, *Language Instruction, Needs Assessment, Parent Participation, Program Descriptions, Program Evaluation, *Reading Improvement, Self Concept, Student Attitudes

Identifiers—*District of Columbia, *Elementary Secondary Education Act Title I

This report is a description of STELLAR (Strategies and Training for Effective Learning in Language and Reading) Project operations, its impact on the reading and language achievement of 1,053 Title I "at risk" students in grades one, two and three, and its institutionalization in the 1978 Elementary and Secondary Education Act, Title I program. Primary dimensions focused on include: (1) the instructional needs of disadvantaged Title I students in the District of Columbia; (2) the development and use of effective receptive and expressive language skills by urban learners; and (3) STELLAR strategy designs in the areas of organizational structure, curriculum and instruction, specialized staff training, parent training, and supervisory support and assistance. An evaluation of outcomes reports increased achievement in language and reading by STELLAR students and changes in students' self concept. Appendices include letters of support and institutionalization documentation and guidelines for project operations, individually prescribed instruction, specialized staff training, coordination and supervision, and assessment instrumentation and documentation. (EB)

ED 167 693 UD 019 242

Competency-Based Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Research Information Center.

Pub Date—78

Note—536p.; Small sections of this document may be marginally legible due to reproduction quality of parts of the original document

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—*Course Objectives, Curriculum Guides, Early Childhood Education, Elementary School Curriculum, Elementary Secondary Education, *English Curriculum, High School Curriculum, *Mathematics Curriculum, Performance Based Education, Preschool Curriculum, *Reading Instruction, *Science Curriculum, Teaching Guides

Identifiers—*District of Columbia

This document contains a comprehensive instructional program. Overall objectives for the areas of mathematics, science and language arts/English for pre-kindergarten through twelfth grade education levels are presented. It is suggested that each teacher use the objectives as a basis for planning instructional activities and assessment tasks for their students. Hierarchy charts are included to assist teachers in delivering systematic and sequential instruction. (Author/EB)

ED 167 747 CE 019 661

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 28, 1977 to September 30, 1978).

Greenville County School District, Greenville, S.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 78

Grant—G04-76-03004

Note—178p.; Not available in hard copy due to reproducibility problems; For a related document see ED 150 283

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Career Education, Employer Attitudes, *Experiential Learning, Guidance Services, Individualized Instruction, Parent Attitudes, Participant Satisfaction, Program Descriptions, *Program Effectiveness, Program Evaluation, Resource Centers, Secondary Education, *Student Attitudes, Surveys, Vocational Maturity

Identifiers—*Experience Based Career Education, J. L. Mann High School SC, South Carolina

The Experience-Based Career Education (EBCE) program at J. L. Mann High School (Greenville, South Carolina) was designed to provide enrolled students with community-based career experiences and to make the career resource room a focal point for career education for all students and teachers in the school. An individualized course of instruction was also offered to EBCE students along with their community experiences. The 1977-78 school year was the first full operational year of the program. Formal pre- and post-testing was conducted in achievement, career concepts, and attitudes for

three of EBCE groups (N = 87). Comparison data was gathered from non-EBCE students at the same high school and from another high school. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also periodic observations were made of EBCE activities. Some of the evaluation findings were as follows: (1) improvements were made for the second year by expanding staff and facilities and developing additional job sites; (2) program dissemination was ahead of expectation; (3) English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students; (4) EBCE students showed significant growth in writing skills as a result of a focused effort on writing ability; (5) the Career Maturity Index showed total battery superiority of EBCE students to comparison students; (6) there was some evidence of appropriate attitude development; and (7) a review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program. (BM)

ED 167 753 CE 019 761
Mathematics Used in Occupations: An Interrelated Guide.

Minneapolis Public Schools, Minn. Dept. of Vocational Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section; Office of Education (DHEW), Washington, D.C. Note—656p.

Pub Type—Guides - Classroom - Teacher (022)
EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Curriculum Development, Curriculum Guides, Fused Curriculum, Integrated Curriculum, Job Skills, Mathematical Applications, Mathematical Concepts, Mathematics, Mathematics Curriculum, Mathematics Education, Secondary Education, Vocational Education.

Intended for use by counselors and mathematics teachers, this guide brings together mathematical and occupational skills to form an interrelated curriculum. Eight occupational clusters are included as follows: (1) business and office, (2) communications, (3) construction, (4) hospitality, (5) manufacturing, (6) marketing and distribution, (7) personal service, and (8) transportation. The scope of each cluster is defined, and the major job areas within it are identified in conjunction with suggested vocational courses. A chart then shows the relation of the occupational courses to the mathematical concepts and the mathematical courses in which they are taught. Besides giving the occupational applications of the concept, the chart refers to the appendixes which contain examples of the mathematical problems encountered in the specific occupations. The mathematical skills applied include the following: areas and volumes; computer science; conics; geometry; decimals; basic arithmetic; exponents, roots, and powers; formulas and equations; graphs and tables; logarithms; logic and proof; matrices; measurement systems; parallels and perpendiculars; percents; perspectives and transformations; polynomials; calculus; products and factors; ratio and proportion; statistics; and probability; trigonometry; and vector applications. (LJG)

ED 167 778 CE 020 178
Industrial Arts Metalworking for Intermediate and Junior High Schools. Curriculum Bulletin. 1978-79 Series. No. 8.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date—78
Note—155p.; The photographs in this document will not reproduce well.

Available from—Auditor, Board of Education, Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Products, Career Exploration, Course Content, Course Organization, Curriculum Guides, Industrial Arts, Instructional Aids, Job Training, Lesson Plans, Mass Production, Metal Industry, Metal Working Occupations, Occupational Guidance, Occupational Information, Secondary Education, Sheet Metal Work, Vocational Education.

This curriculum bulletin is designed to present seventh and eighth graders with an overview of the

metalworking industry from the acquisition of raw materials to the fabrication of the completed product. The manual is organized into five major instructional units: sheet metal, wrought metal, jewelry and art metal, bench and machine metal, and cast metal. Each unit is taught from the standpoint of its distinct tools, machines, operations, and processes with a consideration of the relationships that exist between each of the areas. The course provides a dual approach by considering unit and mass production methods of making a product. Each unit contains the following curriculum components: unit production, demonstration and related lesson plans, instruction sheet, related information sheet, mass production methods, occupational information, test questions, alternate product ideas, and selected related materials. In addition to the unit sections, there are comprehensive sections on the course organization shop management, unit and mass production, course content, guidance, and teaching aids and materials. The manual is illustrated with photographs, charts, and drawings. (CSS)

ED 167 846 CE 020 445
Larier, Sylvia. And Others.
Students' Attitudes to Work and Unemployment.
Part II: The Attitude Questionnaire. Research Service, #152.

Toronto Board of Education (Ontario). Research Dept.

Pub Date—Mar 79

Note—105p.; Not available in hard copy due to thin type in the original document; For a related document see ED 162 132

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Employment Opportunities, Females, Males, Questionnaires, School Responsibility, Secondary School Students, Student Attitudes, Surveys, Unemployment Insurance, Work Attitudes, Work Experience, Youth Employment.

Identifiers—Ontario (Toronto)

The purposes of the second part of a three-phase study were to examine the attitudes of Toronto secondary school students to work and unemployment; and to examine the differences in the attitudes held by males, females, and students with varying degrees of work or job search experience. A total of 1,811 were asked to respond to an attitude questionnaire. The overall response rate was 54% or 975. The 100-item questionnaire was statistically refined so that the version used in the analyses contained 12 subscales made up of 59 items. The students' responses were analyzed for each of the following subscales: (1) Should schools prepare students for the work world? (2) Jobs available for young people are undesirable; (3) Doing other things is more interesting than holding down a good job from age 16 to 24; (4) Taking an inconvenient or undesirable job is preferable to being on unemployment insurance; (5) It is important to hold down a high quality job from age 16 to 24; (6) Jobs available for young people are high quality; (7) Those in authority are doing things to reduce unemployment; (8) Youth unemployment exists because of the attitude of the young; (9) Being on unemployment insurance is preferable to taking an undesirable job; (10) The rate of youth unemployment inspires the young to try harder; (11) The rate of youth unemployment results in feelings of depression among the young; (12) Youth unemployment exists because foreign countries benefit from Canadian resources. (The data are summarized in this report for each subscale and conclusions are made; results of the first survey on desires and experiences concerning work are found in ERIC document ED 162 132.) (Author/BM)

ED 168 118 EA 011 380
Information Systems Plan.
Tulsa Public Schools, Okla.

Pub Date—Oct 78

Note—58p.; Prepared by the Information Systems Task Force; Pages 31-40 may be marginally legible.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Oriented Programs, Electronic Data Processing, Elementary Secondary Education, Feasibility Studies, Information Needs, Information Systems, Interviews, Program Planning, Records (Forms)

Identifiers—Tulsa Public Schools OK

A task force sought to determine the information needs of the Tulsa Public Schools (Oklahoma) by studying goals of the school district, identifying all processes necessary for operation of the school system, and conducting interviews with 48 key members. A detailed information systems matrix was constructed to show the interrelationships between departments within the organization, the process essential to the operation of the school, classes of data required, and necessary information systems. Among nine conclusions reached by the task force was that a district crisis in data processing appears imminent. The "application approach" being followed seriously restricts access to data, and there is excessive manual processing of data. Also, present data processing equipment, systems, and staff are inadequate. The task force made 12 recommendations, including that data processing capabilities should be upgraded immediately and an integrated data base developed; a long-term commitment must be made to the project; priority should be given to data bases in student, financial, and personnel records; and early emphasis should be given programs that directly serve students. A lengthy appendix discusses methodology, process definitions, current systems review, interviews, analysis of information systems needs, the information systems network, and risk assessment and prioritization. (Author/JM)

ED 168 123 EA 011 389
Watson, Cicely.

Focus on Dropouts.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date—[76]

Note—339p.; Not available in paper copy due to small print of original document.

Available from—Ontario Institute for Studies in Education, 272 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$5.00; quantity discounts).

Pub Type—Books (010) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Data Bases, Dropout Characteristics, Dropout Identification, Dropout Rate, Dropout Research, Educational Research, Foreign Countries, Questionnaires, Secondary Education, Social Science Research, State Surveys, Statistical Analysis, Statistical Data.

Identifiers—Ontario

The basis for this report is a large research project undertaken by The Ontario Institute for Studies in Education (OISE) for the Ontario Ministry of Education from July 1974 through December, 1975. It also uses evidence from two earlier small studies of OISE, from the academic years 1972-73 and 1973-74. The project was designed to be the main research evidence of the Ministry Task Force on Dropouts. The data analyzed in the report are from the sample of 26 school systems drawn from the 9 regions of the province that contain a total of 79 systems. The within year dropout rate for the sample as a whole was 20,027 or 8 percent. Information obtained from the systems about these dropouts included region, age, sex, month of dropout, achievement level, and program. In addition, questionnaires were sent to all the dropouts and returns were received from 8,141 or 41 percent. Finally, telephone interviews were conducted with 423 dropouts in the sample. The task force mandate was to look into the number of dropouts, who they were, where they came from, why they dropped out, what happened to them, and what were their future plans. The aim was to cover all Ontario secondary school students who failed to complete their courses of study as expected. (Author/MLF)

ED 168 130 EA 011 402
Evans, Robert A. And Others.

A Comparative Analysis of the 45-15 Plan and the Traditional Calendar in the Prince William County Public Schools of Virginia. Executive Summary.

Allen Corp. of America, Alexandria, Va.

Spons Agency—Prince William County School Board, Manassas, Va.

Pub Date—30 Nov 78

Note—17p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Administrator Attitudes, *Community Attitudes, Comparative Analysis, Educational Research, Elementary Secondary Education, *Parent Attitudes, Program Evaluation, Questionnaires, *Student Attitudes, Surveys, Traditional Schools, *Year Round Schools

Identifiers—45 15 Plan, Virginia (Prince William County)

One objective of this study was to discover whether education of students on the 45-15 plan differed from that provided on the traditional schedule. Another objective was to assess the attitudes of the educators, parents, students, and business people of Prince William County toward the two plans. The educational evaluation compared, across calendars, indicators of student achievement and quality of education such as test scores, grades, failure rates, attendance, extracurricular activities, course offerings, pursuit of further education by high school graduates, and summer school attendance. Results showed that education afforded by the two plans did not differ, but attitudes about them were considerably polarized. Negative aspects of the 45-15 plan included potential problems involving student use of time outside of school, vacations and time spent with the family, and opportunities for part-time jobs. (Author/LD)

ED 168 190

EA 011 424

Weiner, Debra J.

The Budget Development Process: A Case Study of the Philadelphia School District, 1977.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—30 Sep 78

Grant—NIE-P-77-0223

Note—116p; Prepared for School Capacity for Problem Solving Small Grant Proposal #7-1012; Appendices B and D may be illegible

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Attitudes, *Budgeting, *Case Studies (Education), *Decision Making, Elementary Secondary Education, Literature Reviews, Program Descriptions, Questionnaires, *Resource Allocations, School Systems, Tables (Data)

Identifiers—*Philadelphia School District PA

This study analyzes the process used in developing the 1977-78 operating budget of the Philadelphia school district. The purpose of the study was to determine what changes are required to assure greater efficiency and effectiveness in resource allocations in the face of increasingly scarce funds available to urban public school systems. Using a questionnaire, the study quizzes administrators on how decisions are made regarding the allocation of available revenue. It concludes that the school district has great difficulty developing a budget that emphasizes education, satisfies the political powers, and is acceptable to employee unions. (Author/LD)

ED 168 162

EA 011 437

An Evaluation of Eugene Public Schools Community Schools Program.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.

Pub Date—Feb 79

Note—83p; Not available in paper copy due to small or broken print of parts of original document

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Community Agencies (Public), *Community Involvement, *Community Schools, Educational Research, Elementary Secondary Education, Interagency Cooperation, Interagency Coordination, Interviews, Organizational Communication, Program Evaluation, *Program Improvement, Record-keeping, Surveys

Identifiers—*Eugene Public Schools OR

This evaluation attempted to determine if the Eugene, Oregon School District 4J community schools program was accomplishing its goals. Researchers completed interviews with 770 community residents, 46 community school teachers, 12 noncommunity school teachers, 14 principals, and 154 agencies. Researchers found that no community school had carried out a successful comprehensive survey of the needs and interests of residents. Overall, participation and volunteering were not greater at community schools than at noncommunity

schools, although socioeconomic differences may have confounded this finding. Regarding the meeting of needs in curriculum and instruction, 19 of the 36 objectives of the 7 community schools programs were met, 12 were partially met, 4 were unmet, and 1 was unverifiable. It was found that community schools offer their students slightly more field trips and significantly more instructional services to school children. Representatives of participating organizations reported that the program did not improve communication or cooperation among agencies but the program did enhance communication between community residents and organizations. Evaluators recommended that school district and city representatives should discuss program goals, that record keeping and accountability should be improved, and that the district should consider issuing additional guidelines. (Author/JM)

ED 168 164

EA 011 441

Lewis, Roe M.

Potential Working Relationships Between ESA's and the R & D Exchange.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[79]

Note—83p.

Pub Type—Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational History, Elementary Secondary Education, Information Dissemination, Interagency Cooperation, Interagency Coordination, *Intermediate Administrative Units, *Research and Development Centers, Research Reviews (Publications), *School Districts, *State Departments of Education, Urban Schools

Identifiers—*Research and Development Exchange

This paper examines the existing and potential roles of educational service agencies (ESAs) and their relationships with state education agencies (SEAs) and local education agencies (LEAs). Special attention is focused on urban school districts. The paper also critically analyzes these roles and relationships as they relate to dissemination functions, with particular emphasis on the role of the ESA in the Research and Development Exchange (RDx). The history of the ESA is outlined, and studies of the education service agency in Michigan, Pennsylvania, and other states are examined. These studies lead to specific recommendations regarding generally appropriate roles and functions. Roles and functions for the ESA in dissemination evolve from recent federal legislation focusing on research relative to educational change, broker/facilitator roles, nature of the educational enterprise, state and national dissemination agencies, and educational renewal and reform. A number of specific conclusions and recommendations relevant to the ESA and RDx are offered: no nationwide single-agency system or configuration for dissemination can adequately respond to all education needs; the professional community must support comprehensive research and development evaluation studies about regionalism; and the RDx configuration needs more client user input at all levels of planning, management, and stages of development. (Author/JM)

ED 168 171

EA 011 449

An Evaluation of Complaints About the Operation of the District's Centralized System for the Ordering and Processing of Library and Textbooks.

Eugene School District 4J, Oreg.

Pub Date—May 76

Note—43p; Tables 1-5 may not reproduce clearly due to small print

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Instructional Materials Centers, Interviews, *Library Technical Processes, *Negative Attitudes, Questionnaires, School Libraries, School Personnel, Statistical Data, Tables (Data), Teachers, Textbooks, *User Satisfaction (Information)

Identifiers—*Eugene Public Schools OR

Due to increased dissatisfaction with Media Services, the evaluation department of Eugene School District 4J was asked to look into the centralized ordering and processing of library materials and textbooks. Areas of complaint included time lags in receiving books, loss of control of ordering and

processing at the school level, and processing errors. Data were collected in 43 interviews, questionnaires were sent to all district schools, and a random sample search was made of 36,000 media service orders. A number of findings emerged, including the findings that unacceptably long time lags exist in ordering and processing; school personnel have lost control over ordering and processing, but this is inevitable in a centralized system; and Media Services has acknowledged processing errors and is trying to correct them. Included in the report is a brief history of the district's centralized processing system, the methodology used to review the complaints, five tables showing actual time lags involved in the major steps of ordering and processing broken down by type of book and type of school, and a discussion of the complaints. The report concludes with recommendations for the establishment of an advisory committee and a review of Media Services' staffing. (Author/LD)

ED 168 175

EA 011 453

Campbell, Jeanne. Studer, Sharon

Eliminating Sex Bias—A Dream or Possibility?

A Program Description and Evaluation Summary of the Title IV/C, ESEA Project, "Eliminating Sex Bias in Education."

Minneapolis Public Schools, Minn.

Pub Date—15 Jul 77

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Inservice Education, Instructional Materials, Interviews, Observation, Program Descriptions, Program Evaluation, Questionnaires, *Sex Discrimination, State Programs, Statistical Analysis, Student Attitudes, Teacher Attitudes, Textbooks, Validated Programs

Identifiers—Elementary Secondary Education Act 1965 Title IV, *Minneapolis Public Schools MN

This paper describes a three-year project funded by Title IV/C of the Elementary and Secondary Education Act (ESEA) and initiated by the Minnesota state board of education to reduce sex bias among students and teachers in Minneapolis. Emphasis during the first year of the project was on the development of nonsexist curriculum materials to be used in intermediate and secondary classrooms. During the second year, lessons were developed for use in primary classrooms. The third year focused on the extent of attitude change. By the end of the project, 95 percent of Minneapolis teachers had received inservice training in nonsexism with the understanding they would teach the nonsexist lessons in their classrooms. Data were collected via questionnaires, interviews, and observations. Results showed that the use of nonsexist curriculum materials changed student and teacher attitudes to a significant degree. With the exception of the secondary level, teachers reported they and their students became more aware of the need to focus on the elimination of sex bias from the educational system. The report hypothesized that because students continually change classes at the secondary level, there is less chance for any single teacher to serve as a role model. Also, nonsexist lessons being taught become much more diffused when they are only a part of a one-hour class. (Author/LD)

ED 168 224

EC 113 505

A High School Internship Program in Career Education for the Gifted and Talented. Final Report.

Eugene School District 4J, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—44AH70621

Pub Date—Jul 78

Grant—G00700051

Note—109p; For the projects dissemination packet, see EC 113 506

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Education, *Gifted, *Internship Programs, Program Evaluation, Senior High Schools, *Talented Students

Identifiers—*Oregon (Eugene)

The booklet presents the final report of an evaluation of a high school internship program in career education for the gifted and talented in Eugene, Oregon. Program problems discussed involve such aspects as recruiting sponsors, coordination, selecting interns, and program expectations. Among the findings reported are that students did develop greater awareness of their career goals, aptitudes,

and interests as a result of the program; that students adjusted quickly and well to work site demands, except where there was insufficient agreement on the role the student would play; and that students clearly grew in their understanding of the kind of organization in which they were placed, but did not demonstrate the ability to generalize about the qualities, skills, and knowledge of executives or managers. Recommendations presented center around the areas of program coordination/management and program goals. Summaries and analyses of interviews with several of the students are also provided, along with a list of evaluation activities and timelines. Included in the appendixes are evaluation worksheets and questionnaires. (DLS)

ED 168 225 **EC 113 506**
High School Internship Project Dissemination Packet.

Eugene School District 4J, Oreg.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date—78
 Grant—554AH60979
 Note—31p.; For the program's final report, see EC 113 505

Pub Type—Reports—Descriptive (141)
 EDRS Price—MF01/PC02 Plus Postage.
 Descriptors—Career Education, *Gifted, *Internship Programs, Program Descriptions, Senior High Schools, *Talented Students
 Identifiers—*Oregon (Eugene)

Intended to help other school districts who may be interested in starting a similar program, the report provides information about a high school internship project in career education for gifted and talented 11th and 12th graders in Eugene, Oregon. For a 12-to 18-week period, students spend 4 days a week as non-paid interns working with executives, managers, and professionals in business and municipal government agencies. Included in the report are an overview of the project, samples of the placements and activities experienced by the students, and suggested steps for getting such a program started. Criteria for identifying the gifted and talented, a sample program budget, and the program coordinator's job description and list of qualifications are appended. (DLS)

ED 168 263 **EC 114 069**
Peier, Barbara

Human Awareness Program: A Sex Manual for Use in Juvenile Court Schools.

California Juvenile Court Schools Training Program, San Jose; California State Dept. of Education, Sacramento; Santa Clara County Superintendent of Schools, San Jose, Calif.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date—Jan 79

Note—97p.; For related information, see EC 114 070-072

Available from—California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 (\$5.75)

Pub Type—Guides—Classroom—Teacher (052)
 EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Anatomy, Community Support, *Contraception, *Delinquency, Emotionally Disturbed, Instructional Staff, Laws, *Pregnancy, *Sex Education, *Sexuality, Teaching Guides, *Venereal Diseases

The booklet provides information and materials for setting up and implementing a 10-day sex education course for delinquent or sexually active adolescents. The course objectives are stated as imparting factual information in the areas of anatomy, venereal disease, birth control, and pregnancy. The manual provides information on staff considerations and preparations, preliminary development and guidelines for gathering community support, relevant laws, and lesson plans (including graphics). The objectives and guidelines of the program pre and post test on human awareness are provided. A glossary of terms related to human reproduction and related areas of social health education is included. Among appendixes are a list of student and teacher pamphlets and books, films and filmstrips, and newspaper and magazine articles. (P)

ED 168 264

Ross, Charlie
Survival Skills Manual.

California Juvenile Court Schools Training Program, San Jose; California State Dept. of Education, Sacramento; Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 79

Note—55p.; For related information, see EC 114 069-072; Parts may be marginally legible due to small type

Available from—California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 (\$4.75)

Pub Type—Guides—Classroom—Teacher (052)
 EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adolescents, Calculation, Communication Skills, *Community Resources, *Consumer Education, *Daily Living Skills, *Delinquency, Emotionally Disturbed, Health Education, *Interpersonal Competence, Jobs, Knowledge Level, Laws, Problem Solving, Teaching Guides

The manual describes a program in survival skills for use with delinquent youth. The program covers the following six areas of functional competency: interpersonal relations, occupational knowledge, consumer awareness, law, health, and community resources. The skills necessary for successful functioning are listed as communication, interpersonal relations, computation, and problem solving. The goal and objectives of each of the six areas of competency are outlined. A list of materials for teaching each of the areas is provided along with the reading difficulty grade level, availability of audio tapes, suitability for group or individual instruction, and the publisher. A sampling of the worksheets for each of the six knowledge areas is provided. (PHR)

ED 168 265

EC 114 071

Assessment Manual.

California Juvenile Court Schools Training Program, San Jose; California State Dept. of Education, Sacramento; Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 79

Note—205p.; For related information, see EC 114 069-072

Available from—California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 (\$9.00)

Pub Type—Tests/Questionnaires (160)
 Document Not Available from EDRS.

Descriptors—Adolescents, Behavior, Daily Living Skills, *Delinquency, Educational Philosophy, Emotionally Disturbed, *Evaluation Methods, Informal Assessment, Intelligence Tests, Language Tests, Manuals, Perceptual Motor Coordination, Personality Tests, Reading Tests, Self Concept Tests, *Testing, Tests, Verbal Tests, Vision Tests

The assessment manual provides information on test instruments for use with delinquent youth in the areas of achievement, perception, and potential. The manual lists publishers and prices, and gives a description of each test, along with its purpose and application. Specific areas included are language, audition, vision, visual-motor coordination, reading achievement and diagnosis, intelligence, emotional development, self-concept, social behavior, and daily living skills. An introductory section discusses four basic elements of the assessment philosophy. A list of 26 hints for testing, such as choose a setting for the testing which is quiet and record responses verbatim, is included. (PHR)

ED 168 266

EC 114 072

Cole, Bob And Others

The Laundry Works or How to Clean Up Your Act. (An Affective Education Materials Manual Designed for Use in Juvenile Court Schools).

California Juvenile Court Schools Training Program, San Jose; California State Dept. of Education, Sacramento; Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 79

Note—99p.; For related materials, see EC 114 069-071

Available from—California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 (\$4.00)

Pub Type—Guides—Classroom—Teacher (052)
 EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Affective Behavior, Curriculum Guides, *Delinquency, Elementary Secondary Education, Emotional Development, Emotionally Disturbed, *Humanistic Education, *Individual Development, *Interpersonal Competence, Learning Activities, *Self Concept, Values

The manual contains affective educational materials and methods for use with delinquent students (grades 4-12). The introductory section explores a suggested timetable for the activities provided and gives suggestions for setting up the classroom, the use of a 'group circle' and an opening exercise or icebreaker. Each activity is described in terms of the rationale, materials, and activity content. The activities are divided into the following four sections: image building—self awareness, with activities such as writing an autobiography; image building—giving and receiving, including activities which foster the individual's sense of self; awareness of others through awareness of self, in which cooperation is stressed; and values clarification—getting to know self through others, which includes activities designed to explore individual differences, stereotypes, and values. (PHR)

ED 168 301

FL 010 099

Davenport, Linda Y.

Elementary School: The Optimum Time for Foreign Language Learning.

Pub Date—Nov 78

Note—15p.; Paper presented at the joint conference of the Southern Conference on Language Teaching and the Texas Foreign Language Association (San Antonio, Texas, October, 1978)

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Articulation (Program), Elementary Education, *Flies, Flies Materials, *Flies Programs, Flies Teachers, *Language Instruction, *Language Programs, Language Skills, Language Teachers, Program Content, Program Descriptions, Second Language Learning, *Spanish, Teacher Qualifications

Identifiers—*Yaleta Independent School District; TX

The teaching of foreign languages in the elementary school (FLES) as an integral part of the elementary curriculum has met with varied success in the U.S., despite increasing evidence that young children are capable of learning to speak a foreign language with less effort and more success than any other age group. The earliest FLES programs date to 1840, and since then, their incorporation into school curriculums and acceptance by communities has experienced dramatic fluctuation in the U.S. in general and in Texas in particular. The Yaleta Independent School District in El Paso, Texas, has maintained a strong FLES Spanish program despite negative trends. The success of the Yaleta FLES program can be traced to competent handling of such problems as community support and appropriate funding, the availability of qualified teachers, the use of comprehensive, updated instructional materials, with supplementary activities that are constantly being evaluated, and the need to articulate FLES with upper level Spanish programs. FLES holds a promise to the student who wishes to become a functioning bilingual upon graduation from high school. (Author/MHP)

ED 168 310

FL 010 142

Nakaba, Karen

Isamu.

Los Angeles Unified School District, Calif.

Pub Date—73

Note—33p.; A cassette is available to accompany the text; For related document see FL 010 166

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Japanese; English

Pub Type—Guides—Classroom—Learner (051)—Creative Works (030)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English

Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Japanese-American boy at home and school. Each page of the text is written in Japanese characters, Romanized form, and in English. (NCR)

ED 168 311 FL 010 143

Matsumoto, Evelynne

Girls' Day With Amy (Emichon No Hina Matsuri). Los Angeles Unified School District, Calif.

Pub Date—76

Note—24p.; A cassette is available to accompany the text; For related document, see FL 010 166 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Japanese; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Photographs illustrate the story of a young Japanese-American girl and her activities in preparation for the celebration of Girls' Day. Each page of the text is written in Japanese characters, Romanized form, and in English. (NCR)

ED 168 312 FL 010 144

Quan, Ella Y.

Chinese New Year (Jung-Gwok San Nih). Los Angeles Unified School District, Calif.

Pub Date—74

Note—21p.; A Cassette is available to accompany the text; For related document, see FL 010 164 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Cantonese; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Cantonese, Childrens Literature, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of two children involved in the activities of the Chinese New Year. Each page of the text is written in Chinese characters, in Romanized form, and in English. (NCR)

ED 168 313 FL 010 146

Tojo Goes Fishing (O Le's Ala To's E Pagaeta). Los Angeles Unified School District, Calif.

Pub Date—75

Note—25p.; A cassette is available to accompany the text; For related document, see FL 010 168 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Samoan; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Samoan, *Samoan Americans, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Samoan and English is intended for elementary school children in a bilingual education setting. Pen-and-ink draw-

ings illustrate the story of a young Samoan boy going fishing. (NCR)

ED 168 314 FL 010 148

Ala, Falana'i

Getting Ready for Flag Day (Sesunai Mo Le Ao O Le Fa'a). Los Angeles Unified School District, Calif.

Pub Date—77

Note—25p.; A cassette is available to accompany the text; For related document, see FL 010 168 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Samoan; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Samoan, *Samoan Americans, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual reader in Samoan and English is intended for elementary school children in a bilingual education setting. Photographs illustrate the story of a Samoan family making preparations for Flag Day. (NCR)

ED 168 315 FL 010 149

Leong, Louise H.

Children's Day With Ichiro (Ichiro To Kodomohi). Los Angeles Unified School District, Calif.

Pub Date—73

Note—26p.; A cassette is available to accompany the text; For related document, see FL 010 166 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Japanese; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Japanese boy and his activities on Children's Day. Each page of the text is written in Japanese characters, Romanized form, and in English. (NCR)

ED 168 316 FL 010 150

Wu, Julia Leong, Louise

Little May's Family (Sin Muth Dik Ga Tihang). Los Angeles Unified School District, Calif.

Pub Date—73

Note—43p.; A cassette is available to accompany the text; For related document, see FL 010 164 Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Cantonese; English

Pub Type—Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Cantonese, Childrens Literature, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Chinese girl's family and school activities. Each page of the text is written in Chinese characters, Romanized form, and in English. (NCR)

ED 168 317 FL 010 151
Useful Phrases in English: Cantonese. Language SOS.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—25p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Cantonese; English

Pub Type—Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Cantonese, *Chinese, Grammar, Instructional Materials, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary, Word Lists

Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Phrase Book

This English-Cantonese phrase book is designed for the English speaking person learning Cantonese. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects, shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Cantonese translation. A pronunciation guide to Romanized Cantonese is appended. (NCR)

ED 168 318 FL 010 152

Useful Phrases in English: Japanese. Language SOS.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—25p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Japanese; English

Pub Type—Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Grammar, Instructional Materials, *Japanese, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary, Word Lists

Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Phrase Book

This English-Japanese phrase book is designed for the English speaking person learning Japanese. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects, shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Japanese translation. A pronunciation guide to Romanized Japanese is appended. (NCR)

ED 168 319 FL 010 153

Useful Phrases in English: Korean. Language SOS.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—27p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Korean; English

Pub Type—Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Grammar, Instructional Materials, *Korean, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary, Word Lists

Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Phrasebooks

This English-Korean phrase book is designed for the English speaking person learning Korean. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions

and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Korean translation. A pronunciation guide to Korean is appended. (NCR)

ED 168 320 FL 010 154
Useful Phrases in English: Filipino. Language SOS.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—25p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Filipino; English

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Grammar, Instructional Materials, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, *Tagalog, Uncommonly Taught Languages, *Vocabulary, Word Lists

Identifiers—*KEYS Project, Knowledge of English

Yields Success Project, Phrasebooks, *Pilipino This English-Filipino phrase book is designed for the English speaking person learning Filipino. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Filipino translation. A pronunciation guide to Filipino is appended. (NCR)

ED 168 321 FL 010 155
Useful Phrases in English: Samoan. Language SOS.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—27p.; A cassette is available to accompany the text.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Samoan; English

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Grammar, Instructional Materials, *Language Instruction, *Pronunciation Instruction, *Samoan, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary, Word Lists

Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Phrasebooks

This English-Samoan phrase book is designed for the English speaking person learning Samoan. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Samoan translation. A pronunciation guide to Samoan is appended. (NCR)

ED 168 328 FL 010 162
Santos, Rolando A.

A Special Christmas (Ang Paskumpang Pasko; Nalalangangyay: A Pasko).

Los Angeles Unified School District, Calif.

Pub Date—77

Note—25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type—Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, *Filipino Americans, *Instructional Materials, *Language Instruction, *Reading Instruction, *Second Language

Learning, *Tagalog, Uncommonly Taught Languages

Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, Philippines

This trilingual-bicultural reader in Filipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino-American family celebrating Christmas. (NCR)

ED 168 329 FL 010 163
Santos, Rolando A.

Rice Harvest (Aalhan; Pagsawal Iti Pagny).

Los Angeles Unified School District, Calif.

Pub Date—75

Note—25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type—Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Instruction, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, Philippines

This trilingual-bicultural reader in Filipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino family and the events involved in a rice harvest. (NCR)

ED 168 330 FL 010 164
Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.

Los Angeles Unified School District, Calif.

Pub Date—77

Note—99p.; For related documents, see FL 010 144, 150, 165-168

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Chinese, *Chinese Americans, *Chinese Culture, Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, *Minority Groups, Resource Guides, Social Values

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Chinese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include a "social introduction," which emphasizes the fact that the Chinese American is not a foreigner; information about immigration; Chinatown; jobs and income; language skills; three Chinese American approaches to life; and cultural practices, including foods, names, celebrations, religion, proverbs, and greetings. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Chinese New Year, Teacher's Resource Guide for Booklet";

"Dragon Boat Festival, Teacher's Resource Guide for Booklet and Poster"; "Little May's Family, Teacher's Resource Guide for Booklet"; and "The Magic Brush, Teacher's Resource Guide for Filmstrip." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Butterfly Treats, Catching the Dragon's Tail, Chinese Jump Rope, Dauh-Sa Bau (Sweet Bun), Dragon Boat, Dragon Head, Gung Jai (Doll), Happy New Year Song, Jingle Bells (Cantonese), Joong Ornament, Li See (Red Envelope), Merry Christmas Song, Narcissus Flower, New Year Scroll, Paper Lantern, Peach Blossom Scroll, Peanut Crunchies, Pyramid of Oranges and Tangerine, and Ribbon Dance. (SW)

ED 168 331 FL 010 165
Asian Pacific Perspectives. Filipino Americans: A Portrait.

Los Angeles Unified School District, Calif.

Pub Date—75

Note—82p.; For related documents, see FL 010 162-168

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, *Filipino Americans, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Guides, Social Values, Tagalog

Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Philippines

These instructional materials on Filipino Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include statistics on the Filipino American population, background information about the Philippines becoming a U.S. territory, early immigration and more recent immigration to the United States, American-born Filipino Americans, Filipino American culture, and general information about the Republic of the Philippines. Filipino American culture includes pre-Hispanic influences, Hispanic influence, American influences, and the Philippine Republic. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, questions to determine cultural comprehension, and suggested activities. Resource guides include: "Harvest Festival, Teacher's Resource Guide for Poster"; "The Monkey and the Turtle, Teacher's Resource Guide for Filmstrip"; and "Rice Harvest, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Bibingka (Rice Cake), Jingle Bells (Filipino), Letse Plan (Carmel Custard), Manida (Doll), Pabitin (Dangling Treats), Parol (Star Lantern), Planting Rice Is Never Fun song and dance, Pritong Saging (Fried Plantains), Sampaguita (Lei), and Sungka (Parlor Game). (SW)

ED 168 332 FL 010 166
Asian Pacific Perspectives. Japanese Americans.

Los Angeles Unified School District, Calif.

Pub Date—76

Note—137p.; For related documents, see FL 010 142-143, FL 010 149, FL 010 164-168

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Japanese, *Japanese American Culture, *Japanese Americans, *Minority Groups, Resource Guides, Social Values

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Japanese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included on early immigrants, their historical and cultural background, and current problems of Japanese Americans. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Children's Day, Teacher's Resource Guide for Poster"; "Children's Day with Ichiro, Teacher's Resource Guide for Booklet"; "Girls' Day with Amy, Teacher's Resource Guide for Booklet"; "Isamu, Teacher's Resource Guide for Booklet"; and "Shogatsu, Teacher's Resource Guide." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Daruma (Wish Fulfillment Doll), Hagoita and Hane (Battledore and Shuttlecock) Jingle Bells (Japanese), Kabuto (Warrior Helmet), Koi Nobori (Carp Banner), Koi Nobori (Carp Banner Paperfold), Koi Nobori song, Mochi (Sweet Rice Cake), Momo no Hana (Peach Blossoms), Nigiri (Rice Balls), Ohinase (Emperor and Empress Dolls), Okasame Mochi (Layered

Rice Cakes), Sakura Mochi (Cherry Blossom Rice Cake), Shibori (Tie and Dye), Teru Teru Boozu (Sunshine Doll), and Ume (Flowering Plum). (SW)

ED 168 333 FL 010 167

Asian Pacific Perspectives: Korean Americans.

Los Angeles Unified School District, Calif.

Pub Date—76

Note—82p.; For related Documents, see FL 010

145, 164-166, 168

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Korean, *Korean Americans, *Korean Culture, *Minority Groups, Resource Guides, Social Values

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Korean Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about early immigrants, the second generation, student groups, war brides, recent immigrants, and third and fourth generations. A chart of traditional and modified values of the Korean culture is included. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Korean Children's Day, Teacher's Resource Guide for Booklet"; "Korean New Year, Teacher's Resource Guide for Poster"; and "Korean Thanksgiving, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Chima and Chogori (Wraparound skirt and blouse), Chogori (Shirt), Cho Raan (Date Balls), Chumoni (Pouch), Gyeong Dan (Sesame Rice Cake), In Hyung (Doll), Jango (Fourglass Drum), Jingle Bells (Korean), Jool Dang Gi (Tug of War), Kang Gang Suwolde dance, Kim Chee (Pickled Vegetables), Mu Kung Wha (Rose of Sharon), New Year's Song, Norigae (ornament), Paji (Trousers), Song Pyon (Thanksgiving Rice Cake), Vak Sik (Sweet Rice Cake), and Yut Nori (Counting Game). (SW)

ED 168 334 FL 010 168

Asian Pacific Perspectives: Samoans in the United States.

Los Angeles Unified School District, Calif.

Pub Date—78

Note—82p.; For related documents, see FL 010

146, FL 010 148, FL 010 164-167

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Guides, Samoan, *Samoan Americans, Social Values

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Samoans in the United States for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about Samoans, migration of Samoans to the United States, cultural background, and Samoan students. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Getting Ready for Flag Day, Teacher's Resource Guide for Booklet"; "Ta'aloalo Day, Teacher's Resource Guide for Poster"; "Tolo Goes Fishing, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: 'Afa (Rope), Aute (Hibiscus Flower), Fa'i Fa'alifu (Banana with Coconut Milk), Fala (Mat), Fale (House), Le Lavalava (Skirt), Jingle Bells (Samoan), Pale (Headband), Panikeke (Donuts), Pepe (Doll), Poi Ball, Sasa (Sitting Dance), Siapo (Tapa Cloth), Teu Fau (Pom Pom), Titi (Decorative Overshirt), 'Ula (Lei), and 'Upeti (Board with Carved Design). (SW)

ED 168 363

Wu Julia Quan, Ella Y.

Dragon Boat Festival (Duan Ngu Jit).

Los Angeles Unified School District, Calif.

Pub Date—75

Note—18p.; A cassette is available to accompany

the text; For related document, see FL 010 164

Available from—Publications Unit, Los Angeles

Unified School District, 450 N. Grand, Rm.

G230, Los Angeles, California 90012

Language—Cantonese; English

Pub Type—Guides - Classroom - Learner (051) —

Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Cantonese, Childrens Literature, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of the traditional dragon boat festival. Each page of the text is written in Chinese characters, Romanized form, and in English. (NCR)

ED 168 500

Auster, Ethel Lawton, Stephen B.

The Educational Information System for Ontario.

Summary of Final Report.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency—Ontario Dept. of Education,

Toronto.

Pub Date—78

Note—26p.; For related documents, see IR 006

633-636 and IR 006 991

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Background, Diagrams, Evaluation, Models, *On Line Systems, Program Descriptions, *Research Projects, Systems Approach, Tables (Data), User Satisfaction (Information)

Identifiers—*Educational Information System for Ontario, *Ontario, Question Negotiation, User Characteristics

This report summarizes the findings of the EISO project, which was funded in 1975 to develop, evaluate, and analyze an information dissemination system based upon computerized retrieval of bibliographies. With much of the research component completed, the service component is operational, providing Ontario educators with online bibliographic references in education and the social sciences and with access to original documents. Findings of the report are reviewed in four areas: (1) It identifies EISO users over the past three years, presents their reasons for seeking information, provides analyses of how information they received impacted upon their local situations, and identifies factors that contributed to the use or non-use of information received. (2) It describes factors affecting interview effectiveness in online bibliographic retrieval, outlines a 5-stage pattern or structure in negotiation, discusses the use of open and closed questions and the part role and status play in interview relationships, and develops a preliminary model of the negotiation process. (3) It discusses a systems evaluation model of user satisfaction with EISO. (4) And it reviews the current status of EISO—the result of research, development, dissemination, and evaluation. (JD)

ED 168 501

The Educational Information System for Ontario.

A Guide for Users.

Ontario Inst. for Studies in Education, Toronto.

Spons Agency—Ontario Dept. of Education,

Toronto.

Pub Date—Apr 76

Note—14p.; For related documents, see IR 006

633-636 and IR 006 990

Pub Type—Guides - Non-Classroom (055) —

Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Glossaries,

Guides, Information Seeking, *On Line Systems,

Records (Forms)

Identifiers—*Educational Information System for Ontario, ERIC

This general user guide to the Educational Information System for Ontario (EISO) deals with the

FL 010 255

simple logistics of acquiring material from the system. Since EISO was developed as a way for Ontario citizens to use the Educational Resources Information Center (ERIC) data base in the United States, a preliminary description of ERIC is provided. Questions answered by the guide include who uses EISO, how to ask a computer question, who/what is a search analyst, how to make a search request, what kind of answer will be given, how long it takes, and how much it costs. A brief explanation of the way the computer links information using Boolean operators (AND, OR, NOT) is also provided, as well as a sample request form and computer printout, information for ordering microfiche, and a glossary of terms. (JD)

ED 168 703

Developmental Evaluation Services for Children:

Replication Manual.

Montgomery County Dept. of Health, Rockville,

Md.; Montgomery County Public Schools, Rock-

ville, Md.

Spons Agency—Bureau of Education for the Hand-

icapped (DHEW/OE), Washington, D.C.

Pub Date—Dec 78

Note—86p.; Parts may be marginally legible due to

colored paper

Pub Type—Guides - Non-Classroom (055) —

Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Guides, *Educational Diagnosis, *Evaluation Methods, *Exceptional Child Services, *Handicapped Children, Identification, *Interdisciplinary: Approach, Manuals, *Models, Professional Services, Screening Tests

Identifiers—*Developmental Evaluation Services

for Children, Maryland

This manual describes in detail the Developmental Evaluation Services for Children program (DESC), a model interdisciplinary project funded to help others implement similar diagnostic and treatment services for young children with developmental difficulties. Section 1 gives an overview of the DESC project and describes the evaluation process in detail. Criteria for referral and acceptance complete this section. Section 2 describes the assessment process and the diagnostic nursery. In addition, two charts depict the assessment procedures: one summarizes the basic diagnostic questions addressed by each discipline; the other summarizes procedures used by each discipline. Sections 3 and 4 describe the administrative and professional responsibilities and functions in the DESC model. Section 5 suggests alternatives for staffing a DESC-type program which, while preserving the basic concept, requires less staff. (Author/MF)

ED 168 753

Needs Assessment for the Preparation of the

1979-80 Application for Title I Migrant Funds.

Austin Independent School District, Tex. Office of

Research and Evaluation.

Spons Agency—Department of Health, Education,

and Welfare, Washington, D.C.

Pub Date—78

Note—326p.; Not available in hard copy due to

print quality

Pub Type—Guides - Non-Classroom (055) —

Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EORS.

Descriptors—Academic Achievement, Clothing, *Educational Finance, Elementary Secondary Education, Enrollment, *Federal Aid, Federal Legislation, Migrant Child Education, *Migrant Education, Migrant Health Services, Migrants, *Needs Assessment, Planning, *Project Applications, Resource Allocations, School District Spending, School Funds, Statistical Data

Identifiers—*Elementary Secondary Education Act Title I Migrant, Texas (Austin)

Part of a comprehensive needs assessment for compensatory education programs for Austin, Texas schools, the report contains data specifically required for the Title I Migrant Program. A breakdown, by school and grade, of 1-year and 5-year migrant students in elementary and secondary grades is given. Migrant student achievement level data are presented in three sets of charts for pre-kindergarten, K-5, and 6-12. For K-5 and 6-12, the charts indicate migrant student performance levels, based on standardized test results, by school and grade, along with a district performance level for comparison. The number of migrant students actually served by Migrant teachers, Title I, or other

supplemental programs through Nov. 20, 1978, and the projected estimates for 1979-1980 are reported in similar summaries which show the number of students by school and grade, and indicate the number served by each supplemental program or combination of supplemental programs. How Migrant nurses identified health problems, what those problems were, and their frequency are included in a report of migrant student health. The final series of charts indicates the number of migrant students receiving clothing by school and grade, and the monthly amount each school spent on clothing. (SB)

ED 168 772 RC 011 251

Holley, Freda M.

Evaluation Design: 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—15 Nov 77

Note—44p.; Small print may be marginally legible

Pub Type—Reports - Evaluative (142) — Reports

- Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, *Data Collection, *Educational Assessment, *Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Information Sources, *Migrant Education, Parent Participation, Program Descriptions, Program Evaluation, Staff Improvement, Student Recruitment

Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title I Migrant

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled "Evaluation Time Resources Allocation Summary." (DS)

ED 168 773 RC 011 252

Ligon, Glynn And Others

AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106-26.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Feb 75

Note—89p.; Best copy available

Pub Type—Reports - Descriptive (141) — Reports

- Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indians, *Bilingual Education, Bilingualism, *Curriculum Development, Elementary Education, English (Second Language), Ethnic Distribution, *Evaluation Methods, Formative Evaluation, *Instructional Design, Instructional Staff, Mexican Americans, Non English Speaking, Parent Participation, Program Descriptions, Program Evaluation, *Staff Improvement, Test Results

Identifiers—*Austin Independent School District TX, *Elementary Secondary Education Act Title VII, Texas (Austin)

Austin Independent School District's Elementary and Secondary Education Act Title VII Bilingual Program, begun July 1, 1974, serves 2,406 students

in grades K-6 on 16 campuses. Both English and Spanish are used for portions of or all the curriculum with the amount of time and treatment accorded to each language commensurate with the pupils' individual needs. Three basic staffing patterns include a bilingual aid working with (1) a bilingual and monolingual teacher; (2) two or more monolingual teachers in a self-contained classroom; and (3) a team of teachers of from two to six who may or may not be bilingual. Characteristics of the instructional model include beginning reading taught only in the child's dominant language, inclusion of the children's culture heritage in the curriculum, and small group instruction with grouping by language dominance and instructional level. Describing the project's status as of January 17, 1975, this interim report discusses the instruction, staff development, curriculum development, and parental involvement components of the program. The evaluation design for the project is presented in full with student outcomes objectives, process objectives, and input objectives specified for the student needs of Spanish and English communication skills, Spanish/English math skills, and self-concept enhancement. (D*)

ED 168 812 SE 025 451

Boyd, Larry K. And Others

Status of the Energy Management Program in the Orange County Public Schools.

Orange County Public Schools, Orlando, Fla.

Pub Date—78

Note—56p.; Contains light and broken type

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Agencies, *Administrative Policy, Administrator Guides, Committees, Conservation (Environment), *Energy Conservation, *Management, *School Administration, School Buildings, *School Districts

The purpose of this report is to present the status of Orange County School District's Energy Management program to selected management personnel. Included in this report are various background papers which comprise the body of the publication. The first and largest paper is entitled "Energy Management in the Orange County Public Schools." This paper presents an overview of the programs undertaken by the District in the past six years and proposes future efforts in total energy management. The second paper presents the functions and responsibilities of the Energy Management Conservation Program. The third paper presents guidelines for establishing an Energy Conservation Committee within each school building. It suggests the major responsibilities to be assigned to key personnel and it provides a list of energy conservation tips for consideration by the committee. (MR)

ED 168 978 SP 013 690

Clark, Richard J., Jr. And Others

University of Massachusetts-Boston English High School Staff Development Collaborative.

Boston Public Schools, Mass.; Massachusetts Univ., Amherst. School of Education.

Pub Date—78

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Credits, *College High School Cooperation, *Degrees (Titles), Experiential Learning, Field Instruction, Inservice Education, Preservice Education, Program Descriptions, *Staff Improvement

The collaboration between the University of Massachusetts and English High School in Boston is a model that attempts to address the staff development needs of secondary schools and their faculties in the context of an on-site degree program. The following interdependent elements comprise the program: (1) an undergraduate, school-based, preservice secondary teacher education program, closely tied to the inservice program; (2) a staff development program that emphasizes the analysis and improvement of teaching and curriculum, including graduate degree opportunities for participants through the doctorate; (3) a teacher center, governed by a parent-teacher-administrator-professor board; (4) a mini-grant process, run by the teacher center board, enabling teams of teachers to apply for and receive financial and consultant assistance in developing curriculum; (5) university graduate faculty, commuting from Amherst to Boston, working as clinical professors, consultants, helping teachers, supervisors, and evaluators; and (6) a performance criterion that any persons receiving

graduate degrees through the program will demonstrate that they have designed, implemented, and evaluated a new program or practice at the high school. (JD)

ED 169 077 TM 008 297

Evaluation of Title I ESEA Projects, 1977-1978:

Technical Reports. Report Number 7877.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Oct 78

Note—218p.; For related document, See TM 008 203

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Achievement, Annual Reports, Bilingual Education, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Nonpublic School Aid, Program Descriptions, *Program Evaluation, Pupil Personnel Services, *Remedial Mathematics, *Remedial Reading Programs, School Community Cooperation, Social Sciences, *Summer Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Technical reports of projects funded under the Elementary and Secondary Education Act Title I and summer components of the projects in the Philadelphia, Pennsylvania school system are presented. Following a summary statement, each project is described separately and contains information on the project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives. Summer program components focused on students in various institutions for neglected and delinquent children. Information for each component includes goals set, activities employed to attain goals, goals attained, goals not attained, and changes suggested by project administrators. Title I programs were divided into six categories: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability children; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (MH)

ED 169 078 TM 008 302

Final Evaluation Report, 1974-1977. High School

Curriculum Evaluation. Publication Number 74-68.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—30 Jun 77

Note—148p.; Not available in hard copy due to marginal reproducibility of original document

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Counselor Role, Course Content, Credits, *Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Counseling, Graduation Requirements, *High School Curriculum, Needs Assessment, *Quarter System, School Orientation, *Secondary Education

Identifiers—Austin Independent School District TX, Texas (Austin)

The effects of the mandated quarter system and the expanded and revised high school curriculum were assessed in Austin, Texas, based upon achievement test scores, attendance records, and objectively collected opinion data in seven areas of concern. The seven decision questions which affected allocation of funds, personnel, time and material concerns: (1) making major alterations to the curriculum; (2) changing the number of credits and the minimum reading and mathematics competencies required for graduation; (3) modifying the responsibilities of high school counselors; (4) instituting year-round schooling; (5) altering the academic advising procedures; (6) improving eighth-grade orientation to the high school curriculum; and (7) coordinating the content of the same courses taught at different schools. Evaluation findings consist of answers, with supportive data, to 28 questions, as well as 12 miscellaneous findings. (MH)

ED 169 079 TM 008 304
Final Evaluation Report, 1976-1977, Title I Migrant Program. Publication Number: 76.59.
Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 77

Note—111p; Not available in hard copy due to marginal legibility of original document
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Students, Clothing, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Mexican Americans, *Migrant Child Education, Migrant Health Services, *Migrant Problems, *Needs Assessment, Parent Participation, Preschool Education, *Program Evaluation, Standard Spoken Usage

Identifiers—Austin Independent School District TX, Elementary Secondary Education Act Title I, Texas (Austin)

The final evaluation of the Elementary and Secondary Education Act Title I Migrant Program in the Austin, Texas Independent School District is reported. The program consisted of instructional, student recruitment, parental involvement, health services, and clothing components. The instructional component included programs for pre-kindergarten children, secondary level (sixth grade and above) reading classes and secondary oral language development classes. The purpose of the recruitment and involvement component was to identify and register migrant children and to establish local Parental Advisory Councils. Health service activities included medical and dental treatment for students referred by a pediatric nurse practitioner. Funds to purchase clothing for needy migrant children comprised the clothing component. Evaluation of the program served three purposes: (1) to define the population served and to identify its needs; (2) to determine how the program was being implemented; and (3) to determine if the program met its objectives. The evaluation centered on needs assessment data, process data, outcome data, and miscellaneous data. This material is presented as answers and supportive data to a series of 44 questions including data obtained from parents, teachers, and administrators. (MH)

ED 169 080 TM 008 307
Final Evaluation Report, 1976-77, ESEA Title I Program. Publication Number: 76.63.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Jun 77

Note—141p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, Expectation, Guidance Services, Identification, Institutional Characteristics, *Low Achievers, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs

Identifiers—Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standardized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No

answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

ED 169 124 TM 008 621

Reed, Vincent E.

The Evaluation System: Description, History, and Status Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Dec 78

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Board of Education Policy, Curriculum Evaluation, *Data Bases, Data Collection, *Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Field Studies, Information Dissemination, Pilot Projects, Program Descriptions, Reading Programs, Student Characteristics, *Student Evaluation, Test Results

Identifiers—District of Columbia Public Schools

The philosophy of the District of Columbia Public School System is that evaluation should help to determine what was intended, what was done, and what was the result. It should contribute to improvement and should involve students, staff, and parents. Two essential components of the District's evaluation system are the data bank and field studies. The data bank includes files on fall pretest results; the reading curriculum; classroom and student characteristics; and spring post testing. The field studies provide data which can be used to identify programs of interest, compare groups, or locate students for followup study—data about attitudes, teaching methods, parent participation, etc. The development of the evaluation system began in 1969; by 1975, 44 elementary schools were involved in the data collection. The schools were provided with feedback in the following areas: characteristics of students in reading programs, comparison of schools within a region; teacher turnover; student attendance; and characteristics of entire classes. Additional data analyses are planned for the future. (GDC)

ED 169 154 UD 019 240

Overlap Study: Number of Students Served by Single and Multiple Compensatory Programs, 1978-1979.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Feb 79

Note—592p; Not available in hard copy due to print quality of the original document

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, Migrant Education, Preschool Education, *Program Descriptions, Special Education, Statistical Data, *Student Participation, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title I, Texas (Austin)

Data presented in this document provide a comparison of the students served by major compensatory education programs and illustrate the degree to which these programs provide services to the same students. Included are descriptions of the programs surveyed and a listing of elementary, secondary, and high school campuses on which the programs operate. Numerous tables in the appendices provide the following: (1) an unduplicated count which shows each student only once in the program or combination of programs in which he participates; and (2) a duplicated count which shows each student in all the combinations in which he participates. (BB)

ED 169 187 UD 019 290

Middleton, Ernest J. Robinson, Andrew

Louisville 1975-76: The Birth of a Desegregation Institute.

Desegregation Training Inst. for Staff Development for Jefferson County Schools, Kentucky Univ., Lexington.

Pub Date—[79]

Note—15p; Not available in hard copy due to the print quality of the original document

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Problems, Board of Education Role, Bus Transportation, *Change Strategies, Elementary Secondary Education, Financial Problems, Integration Effects, *Integration Methods, Program Descriptions, Racial Distribution, *School Integration, *School Redistricting, *Special Programs, *Teacher Education, Team Administration, Urban to Suburban Migration

Identifiers—*Kentucky (Louisville)

Described in this paper are the conditions and problems confronting the Jefferson County School District in its desegregation efforts. Taken into consideration is the role Western Kentucky University's Desegregation Training Institute played in helping the Jefferson County System meet and deal with these conditions and problems. The major problem addressed is Jefferson County's merger with another school system at the same time it was undergoing desegregation. Particular conditions discussed include the differences in racial distribution among the two districts' student populations and faculty, a declining financial base, and a shrinking enrollment due to white flight. Plans developed by the County to desegregate the schools of the merged system with little or no busing of pupils are described. Objectives of the Training Institute Project for helping Jefferson County deal with its educational crisis are outlined. Included are strategies for facilitating open communication and for resolving conflicts. (BB)

ED 169 223 CE 019 269

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.

Florida Career Education Demonstration Consortium, Tallahassee.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Grant—300760277

Note—387p; Not available in hard copy due to thin and broken type; For related documents see ED 132 284 and ED 138 786

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Development, *Career Education, *Consortia, *Demonstration Programs, Dropouts, Guidance Services, *Information Dissemination, Job Skills, Objectives, Program Descriptions, *Program Development, *Program Effectiveness, *Program Evaluation, Secondary Education, Skill Development, Student Attitudes, Student Placement, Vocational Counseling, Vocational Followup

Identifiers—Education Amendments 1974, Florida (Broward County), Florida (Orange County), Florida (Pinellas County)

Three Florida counties (Broward, Orange, and Pinellas) formed a consortium for demonstrating the most effective methods and techniques in career education at the secondary level. A career education model was developed which was designed to provide: (1) career awareness and exploration experiences for all students, 9-12; (2) alternative salable skills-oriented programs for probable dropouts, 9-12; (3) salable skills experiences for all students, 11-12; (4) guidance and counseling concurrent with instruction and skill development for all students, 9-12; (5) avenues for utilization at all levels of the material and human resources of the school and community; and (6) placement and follow-up services for all school graduates and leavers, 9-12. Several dissemination activities were conducted. Evaluation efforts focused upon student and demonstration/replication product and process objectives. Through a system of testing, student achievement was measured by instruments developed through Florida EPIC (Education Progress in

Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers. Student product information was also gathered through questionnaires and other instruments. (Evaluation results are reported for each of the three demonstration high schools. A major portion of this document contains appended materials, including lists of all objectives; descriptions of related projects, courses, and activities conducted at the demonstration schools; and publicity and conference materials.) (BM)

ED 169 466 CG 013 497

Larier, Sylvia Eason, Gary.
The "Leaving School Early" Students: Characteristics and Opinions.

Toronto Board of Education (Ontario). Research Dept.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date—Nov 78

Grant—MA511-06-122

Note—216p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC99 Plus Postage.

Descriptors—Dropout Characteristics, *Dropout Programs, Family Relationship, Foreign Countries, Jobs, *Program Attitudes, School Holding Power, Secondary Education, *Self Concept, *Youth Problems

Identifiers—Toronto

The Toronto School Board runs a Leaving School Early (L.S.E.) program, which allows students under age 16 legally to leave school and get jobs. A group of 392 students registered in the program were surveyed by telephone in order to collect information about their characteristics and opinions. The data were to be used by administrators, trustees and other personnel in determining how well the program is meeting students' needs and in planning future programs and policies for this population. It was found that most L.S.E. students did not like some or all aspects of school. Many wanted to quit because of family or personal problems, or for financial reasons. About 40% were unemployed at the time of the interview, usually because there were "no jobs available." Of those who worked, most said they liked their jobs better than school. (Author/BP)

ED 169 474 CS 004 714

Carter, Nancy Hay

A Program for Reading and Language Development. An Adopter's Guide.

Portland Public School, Oreg.
Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—76

Note—66p.; Reading and Language Program Records may not reproduce well due to small type. Available from—Specialist, Child Service Center, 220 Northeast Beech Street, Portland, Oregon 97212 (\$3.00 paper)

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—English Instruction, *Language Instruction, Learning Difficulties, Learning Disabilities, Primary Education, Program Administration, Program Descriptions, *Program Development, *Programed Instruction, Program Guides, *Program Planning, *Reading Instruction, *Remedial Programs

Identifiers—Monterey Language Program, Monterey Reading Program, Project SAILS

"Project SAILS" (Symbolic and Innovative Language Systems) is a special program developed by the Portland, Oregon, public schools for training teachers to work with children who have learning and reading difficulties. Teachers are instructed in the use of the Monterey Reading and Language Programs, highly structured and highly accountable learning programs that "track" each student's daily performance to ensure regular progress in language and reading ability. The manual that developed from "Project SAILS" is intended to serve as a guide to this new educational concept, and to help others replicate the activities that the Portland schools have successfully used. The manual outlines the methods for obtaining the programed materials, training support personnel, and developing learning centers to give more children fast, effective remedial help. Appendixes in the manual provide a price list

for the Monterey program, statistics from Monterey reading program sites, and performance graphs for "Project SAILS." (RL)

ED 169 491 CS 004 752

Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Jan 79

Note—49p.; For related document, see CS 004 753

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC92 Plus Postage.

Descriptors—Data Collection, Elementary Education, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Student Evaluation

Identifiers—District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, summarizes the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. It also provides comparisons with results obtained from analyses of the 1975-76 data. It includes the objectives, data collection and data, limitations, and definitions; some benchmark characteristics of classes and reading programs including percentage of pretest and posttest reading objectives mastered, number of levels of prescriptive reading tests used in classes, class size, average absences of students, class holding rate, percentages of males and females, and types of reading programs; factors affecting the achievement of reading in classes; factors affecting interest in reading in classes; initial evaluation of selected types of reading programs; and conclusions, including reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Appended are replicas of the classroom/student background form and of the reading program form. (TJ)

ED 169 492 CS 004 753

Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Mar 79

Note—203p.; For related document, see CS 004 752; A number of pages in the appendices may not reproduce well due to small or light type

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC99 Plus Postage.

Descriptors—Data Collection, Elementary Education, Program Evaluation, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Student Evaluation, Technical Reports

Identifiers—District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, is the technical report of the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. The chapters include a discussion of the purpose and scope of the study; the methodology used; characteristics of the 1976-77 classes; results based on regression analyses, evaluations of reading programs in each grade level; and conclusions concerning reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Included are replicas of the classroom/student background form and the reading program form. (TJ)

ED 169 683 EA 011 604

Ryan, Doris W. Schmidt, Martha

Mastery Learning: Theory, Research, and Implementation.

Ontario Dept. of Education, Toronto.

Pub Date—79

Note—169p.; Appendix may not reproduce clearly due to small print

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 (\$2.50)

Pub Type—Information Analyses (070) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC97 Plus Postage.

Descriptors—Administrator Attitudes, Elementary Secondary Education, Foreign Countries, Group Instruction, Instructional Innovation, Literature Reviews, *Mastery Learning, Program Descrip-

tions, Questionnaires, Surveys, Teacher Attitudes, Teaching Methods

Identifiers—Canada, *Chicago Mastery Learning Reading Program II, *Mastery Learning in Social Studies Project SC

Mastery learning is a group-based, teacher-paced instructional strategy. Because it is also committed to criterion-referenced evaluation and to a strong emphasis on feedback and correctives throughout the learning experience, it is often confused with competency-based education, individualized instruction, and related innovations. Mastery learning depends on five basic components: formal specification of cognitive objectives, division of course content and objectives into instructional units, formative/diagnostic evaluation, corrective or remedial instruction, and criterion-referenced summative evaluation. A review of the research reveals that mastery learning significantly improves student acquisition of cognitive skills and reduces the variability in achievement within the group. Increased retention and transfer of learning and student attitudes are also indicated. Teachers and administrators using mastery learning strategies find the planning process demanding and recommend developing the process a unit at a time. This document discusses the theory, techniques, and implementation of mastery learning strategy; reviews the relevant literature; and discusses two programs in which the strategy has proved successful: the Chicago Mastery Learning Reading Program and the Camden, South Carolina, Mastery Learning in Social Studies Project. A substantial reference section and an extensive appendix (including sample units from the Chicago program) conclude the document. (Author/PD)

ED 169 722 EC 114 582

Fagen, Stanley A.

Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date—77

Grant—G007501028

Note—372p.; Some light type may not reproduce clearly

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Adolescents, Community Resources, Conference Reports, Curriculum, *Handicapped Children, Inservice Teacher Education, *Instruction, Manuals, *Models, Program Evaluation, Secondary Education, *Teacher Interns

The manual discusses a school-based internship model for the preparation of teachers of handicapped adolescents. The first section of the organizational manual describes the need for and attributes of the school based model (the Mark Twain Teacher Internship Program). The basic missions of the program are described as preparing additional personnel and providing a public school-based model for graduate teacher training in supplementary education for students with learning and emotional difficulties. Section two offers information to demonstrate one program's implementation of the model, and is divided into the following parts: goals and foundations, organization and management, curriculum, instruction (inservice courses), instruction (practicum), instruction (elective projects), instruction (orientation to community resources), recruitment and selection, program evaluation, and program funding. The third section contains the proceedings, results, and conclusions of a regional conference to consider application of the model to other settings. It is explained that conference participants perceived the public school-based model generally applicable to rural, suburban, and urban settings. (Author/PHR)

ED 169 754 FL 010 121

Hartman, Don, Comp. Harris, Max, Comp.

Guidelines for Out-of-School Credit in Foreign Travel.

Jefferson County Board of Education, Birmingham, Ala.

Pub Date—78

Note—51p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cultural Awareness, Cultural Education, Cultural Exchange, *Foreign Countries, Guidelines, *High School Students, Instructional Trips, International Educational Exchange, *Resource Guides, Second Language Learning, *Student Exchange Programs, *Study Abroad, *Tourism, Transportation, *Travel

Guidelines for out-of-school credit in foreign travel through the Foreign Study Program for high school students are presented. This program is offered to high school students in a format that encompasses areas contiguous to all major curriculum courses of the secondary school. The following topics are addressed: (1) program goals and objectives, (2) student requirements, (3) pre-travel meetings, (4) suggested curriculum assignments, (5) suggested post-travel evaluation, and (6) calculation of hours for credit. The section concerning teacher responsibility in planning travel includes the following topics: (1) securing competent travel agencies, (2) information on travel agents, (3) services and charges of travel agencies, (4) transportation and hotel reservations, (5) package tours through travel agencies, (6) group tours through travel agencies, (7) description of facilities, (8) cancellations, (9) charter flights, (10) questions to ask the travel agent, (11) orientation, (12) insurance, (13) travel fees, (14) participation agreement, (15) changes in itinerary and travel fees, (16) terms of student participation, (17) notice to school and board of education, (18) selection of students to travel, (19) what to wear, (20) what to do in case of injury or sickness, and (21) evaluating foreign language programs abroad. (SW)

ED 169 906

IR 007 178

Study Skills Related to Library Use: A K-12

Curriculum Guide for Teachers and Librarians.

Hawaii State Dept. of Education, Honolulu.

Pub Date—Jun 78

Note—231p; Legibility varies due to use of colored paper in the original document

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Personnel, Curriculum Guides, *Curriculum Planning, *Educational Resources, *Elementary Schools, Kindergarten, Librarians, Library Guides, *Library Skills, *School Libraries, *Secondary Schools, Study Skills, Teachers

This general curriculum guide identifies certain skills students in kindergarten through grade 12 need to become independent in the use of informational resources, and provides a sequenced continuum of library study skills to be taught systematically, with examples of objectives, activities, resources, and evaluation methods. Since this is a planning document for school administrators, teachers, and librarians, each school will need to plan an articulated curriculum based on this guide in order to meet its own needs. The major areas covered include identification, selection, and location of a variety of resources, use and application of resources, and the production and appreciation of resources. Part one of the guide covers the sequential development of study skills related to library use and the relationship of the instructional objectives to state performance expectations. Part two presents instructional objectives, suggested activities, suggested resources, and evaluation methods for library skills development at the primary, upper elementary, intermediate, and high school levels. The appendix lists available resources for teaching library skills. (Author/CWM)

ED 170 051

PS 010 558

Boenen, Nancy R. And Others

Perceptions of Parenthood and Infant Development: A Comparison of the Views of High School Students, College Students, and Expectant Parents.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 79

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Child Development, Child Rearing, College Students, Educational Research, *Expectations, High School Students, *Knowledge Level, Parent Education, *Parenthood Education, *Parent Role, Parents, Postsecondary Education, Questionnaires, Research, Secondary Education, Self Evaluation, Speeches, Surveys

The perceptions of middle class expectant parents, unmarried college students, and high school students about parenthood are compared in this study. A survey administered to these groups in Austin, Texas, indicated three major results. (1) Parents-to-be are more realistic than students about the pace of development of infants. College students are more accurate than high school students on a few items, and females are more realistic than males on a few items. (2) Parents-to-be are more confident in their ability to care for an infant, even though their levels of previous child care experience do not differ from those of the students. High school students are more confident in some of their abilities than college students, and females are more confident than males overall. (3) All three groups expect some changes in their lives after the birth of a child—they expect to spend less time with friends, eat out less, have more financial worries, but be happier overall. Parents-to-be expect less change than college students overall, and college students expect somewhat less change than high school students. Thus, parents-to-be were found to have the most information on child development, the most confidence in their ability to care for a child, and the most positive attitude toward children and parenthood. It is suggested that these findings may indicate that parenthood education courses should be offered in the high schools and colleges to increase students' knowledge in these areas and help them make more informed decisions about whether and when to become parents. (The questionnaire used is appended.) (Author/BH)

ED 170 101

RC 011 328

Snyder, Glenn And Others

Environmental Education: River Policy and Procedures.

Spons Agency—Jefferson County School District R-1, Lakewood, Colo.

Pub Date—Nov 75

Note—77p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education,

*Environmental Education, Equipment Maintenance, Equipment Standards, Experiential Learning, Facility Inventory, Field Instruction, *Field Trips, Guidelines, Learning Activities, Objectives, *Outdoor Education, *Policy, *Responsibility, Safety, Sanitation, Secondary School Teachers, *Teaching Procedures

Identifiers—Colorado (Jefferson County), *River Rafting

Accurate as of October 1975, the guidebook establishes detailed procedures and policies to be used by all persons engaged in white water rafting trips involving students from Jefferson County (Colorado) Public Schools, and provides a general guide and set of instructions for anyone planning and carrying out such a trip. The guidelines are drawn from the latest state and federal information available, from the Colorado Outward Bound School, and from the knowledge of many experienced river rafting supervisors. The guidebook provides secondary school staff members who sponsor river rafting activities with minimum safety and sanitation standards (safety restrictions, first aid treatment, emergency procedures, hand and dish washing, food and drinking water preparation and storage, waste disposal). Information and checklists regarding the kind, use, and care of all required equipment are included. The book presents full instructions for five suggested environmental activities, a sample activity timetable for a 5-day trip, and instructional sequences for teaching rafting skills. Organizational material includes a preparatory checklist and time schedule, staff criteria, sample menus, a reading and reference list, and detailed information about the condition of several Colorado rivers and their environments. (SB)

ED 170 141

SE 027 603

Brasius, Craig A. And Others

Remote Sensing and the Earth.

Brevard County Board of Public Instruction, Titusville, Fla.; National Aeronautics and Space Administration, Washington, D.C.

Pub Date—Dec 77

Note—515p; Not available in hard copy due to numerous colored and shaded photographs which may not reproduce well

Available from—School Board of Brevard County, Instructional Services Div., Project Remote Sensing, 1274 South Florida Avenue, Rockledge, Florida 32955 (\$9.74)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Cartography, *Earth Science, *Environmental Education, Instructional Materials, Learning Activities, Natural Resources, Reference Materials, *Resource Guides, *Science Education, *Secondary Education, *Space Sciences, Technology

Identifiers—*Remote Sensing

This document is designed to help senior high school students study remote sensing technology and techniques in relation to the environmental sciences. It discusses the acquisition, analysis, and use of ecological remote data. Material is divided into three sections and an appendix. Section One is an overview of the basics of remote sensing. Section Two contains selected readings which report formal research in agriculture, land use, geology, water resources, marine resources, and the environment. Section Three is composed of fundamental laboratory exercises which explore map reading and analysis, characteristics of the visible spectrum, and other relevant areas. The appendix contains supplemental references. Document includes numerous photographs and drawings, as well as study guides after each chapter. (MA)

ED 170 313

TM 008 329

Denny, Terry

Some Still Do: River Acres, Texas. Booklet 1. Reprinted November, 1978. Report #3 in Evaluation Report Series.

Western Michigan Univ., Kalamazoo. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Mar 77

Note—133p; Some light type may not reproduce clearly

Available from—Evaluation Center, Western Michigan University, Kalamazoo, Michigan 49008 (\$2.50)

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Case Studies, Caseworker Approach, Educational Needs, Educational Philosophy, Educational Problems, Educational Trends, Elementary Secondary Education, *Field Interviews, *Mathematics Curriculum, Open Plan Schools, *Science Curriculum, *Social Studies Units, *Teacher Attitudes, Teaching Methods

Identifiers—River Acres Independent School District TX, Texas (Houston)

A casework approach study of the River Acres Independent School District, Texas, is presented. The study is descriptive, not evaluative; and observations are supplemented by quotations taken during interviews with teachers, students, administrators, parents, counselors, and other school personnel. The purpose of the study is to describe the teaching methods and the K-12 curriculum in mathematics, science, and social science. An introductory section provides background information about the urban area, the school district, administration, rules, planning, parent involvement, teacher and student evaluation, open space design, student preparation, competition, changes in the student population, and instructional levels. Curriculum areas are discussed according to educational level: (1) elementary schools; (2) junior high school; and (3) senior high school. For each subject at each educational level, information and quotations on topics such as problems, tests, instructional levels, curriculum, and open space are presented. (MH)

ED 170 332 TM 008 558

Arer, Judith A. Estes, Gary D.

A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects.

Pub Date—Mar 78

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Models, *Norm Referenced Tests, *Norms, Program Evaluation, Research Methodology, Senior High Schools, Standardized Tests, *Student Ability, Student Testing, *Test Validity, Time Factors (Learning) Identifiers—*Comprehensive Tests of Basic Skills, *Local Norms, Phoenix Union High School System AZ

The validity of the Comprehensive Tests of Basic Skills (CTBS) and problems associated with inappropriate norms were investigated in eleven senior high schools in Phoenix, Arizona. CTBS validity was assessed in three ways: (1) correlation between test scores and number of courses taken in that subject; (2) correlation between CTBS scores and locally-developed criterion referenced tests; and (3) relationship between course difficulty and CTBS scores. A reverse norming procedure was used to obtain a constant normed comparison group—a group which did not increase in ability in successive grades. This resulted in the analysis of data from 631 ninth and tenth graders in two Title I schools. Results of the validity studies indicated that correlations between CTBS scores and courses taken were high for science and mathematics courses, lower for English courses, and negative for reading courses. CTBS correlations with locally developed tests ranged from .38 to .83. Students in more difficult science and mathematics courses had higher test performance. Regarding the use of reverse norming, no clear pattern of differences emerged between restricted and nonrestricted norms. (GDC)

ED 170 370 TM 008 953

House, Gary D.

A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.

Pub Date—12 Apr 79

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Age Differences, Arithmetic, Comparative Statistics, Educationally Disadvantaged, Elementary Education, *Equated Scores, *Evaluation Methods, *Mathematical Models, Program Effectiveness, Reading Comprehension, *Remedial Programs, Research Design, Technical Reports, *Test Interpretation

Identifiers—*Elementary Secondary Education Act Title I, Missouri (Saint Louis), Saint Louis Public Schools MO

The equivalency of achievement results obtained under Title I evaluation models A1 and C1 was examined. Data were reading comprehension and arithmetic scores on the Iowa Tests of Basic Skills, administered to fourth, sixth, and eighth grade students in St. Louis, Missouri. The St. Louis Public Schools had traditionally used Model A1, a pretest-post test design in which the pretest is not used for selection. Model C1 is the regression-projection model in which only data on students identified as eligible and served by a program are used to assess the impact of Title I programs against a statistical expectation. The expectation is derived from a no-treatment group containing pupils who were eligible, but scored above the cutting score for selection, and were not served by the program. Results indicated, among other findings, that Model C1 produced higher estimates at grade 4, while Model A1 produced higher estimates at grades 6 and 8. The results also raised questions about the selection criteria used to identify program participants. Although the models were not found to be different, definite conclusions could not be drawn about their equivalence. (Two brief post hoc studies, using non-Title I pupils and a mixed model, are appended). (GDC)

ED 170 384 UD 018 188

Loveridge, Robert L. And Others

Parent Perceptions of Magnet Schools as a Method of Desegregation.

Pub Date—31 Mar 78

Note—19p.; Appendices may be marginally legible due to small print; Paper presented at the annual meeting of the American Education Research Association (Toronto, Canada, March 27-31, 1978)

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bus Transportation, *Educational Alternatives, *Educational Quality, Elementary Secondary Education, *Parent Attitudes, Private Schools, Public Schools, Questionnaires, Racial Factors, *School Integration, Surveys Identifiers—*Magnet Schools, *Missouri (Saint Louis)

Presented in this report are the findings of two surveys which were administered to parents of children attending magnet schools in St. Louis. Results of the survey, the Magnet/Pilot Parent Questionnaire and the Parent Participation Questionnaire are used to illustrate: (1) how parent participation differed in magnet, other (non-magnet) public schools, and non-public schools; (2) how magnet schools were viewed as a means of desegregation; (3) how satisfied parents were with the quality of the magnet schools; and (4) what differences existed between the perceptions of black and white parents, and parents of bused and non-bused children. It is pointed out that the results of the surveys indicate that if educational alternatives such as magnet schools are used, parents of the school community will become more involved in educational processes and be more satisfied with the education their children are receiving. It is also pointed out that this increased satisfaction and involvement occur independently of race and does not appear to be negatively influenced by busing. Tables showing statistical results gathered from the two questionnaires and samples of the questionnaires are appended. (Author/EB)

ED 170 469 CE 019 352

Denton, William T. Klock, Wil

K-12 Urban Career Education Infusion Project. Final Evaluation

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Report No.—SE77-049-8-7

Pub Date—Aug 77

Note—38p.; For a related document see CE 019 353

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Curriculum Development, Demonstration Programs, Elementary Secondary Education, *Fused Curriculum, Needs Assessment, Program Attitudes, *Program Effectiveness, Program Evaluation, School Community Relationship, Staff Improvement, *Student Needs, *Urban Schools Identifiers—Dallas Independent School District TX, Texas (Dallas)

The K-12 Urban Career Education Infusion Project of the Dallas (Texas) Independent School District focused on fourteen schools located in the East Oak Cliff Subdistrict, a predominantly (98%) black community. Conducted in two phases, the project attempted to demonstrate that through infusing career education into the existing curriculum, trained teachers can influence academic achievement of students. Specific activities of the first year included the following: conduct a comprehensive needs assessment; implement inservice training for 25% of the school staff; adapt/adopt/develop curriculum modules to be infused into the existing curricula; increase community awareness and involvement in the schools; and develop a comprehensive evaluation design for the second phase of the project. For the needs assessment, a 10% random sample stratified by grade was used to obtain data from students in grades 7-12. To obtain information relative to student needs in grades K-6, all elementary teachers were surveyed. Other surveys included all educators in the fourteen experimental schools, intact community groups, and principals. Participants in the fifteen staff development workshops were included in the staff development evaluation, and project staff members provided necessary information for the evaluation of the curriculum identification/development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

development effort and implementation procedures. (Evaluation results are summarized for each survey or component.) (BM)

ED 170 470 CE 019 353

Denton, William T.

K-12 Urban Career Education Infusion Project Needs Assessment.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Report No.—SE77-049-6-7

Pub Date—May 77

Note—83p.; For a related document see CE 019 352

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Blacks, *Career Education, Community Attitudes, Demonstration Programs, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments, *Needs Assessment, Program Attitudes, Questionnaires, *Student Needs, Surveys, *Urban Schools

Identifiers—Dallas Independent School District TX, Texas (Dallas)

A career education needs assessment conducted by the Dallas (Texas) Independent School District focused on fourteen schools (K-12) located in the East Oak Cliff Subdistrict, a predominantly (98%) black urban community. Work already completed by the Partners in Career Education (PCE) project, in which the District was a participant, was used for the foundation of the needs assessment. The 177 basic learner outcomes identified by PCE were divided into nine learner outcome categories across grade levels K-12. Instruments developed by PCE (including a community survey, building level educators survey, and 9-12 survey) were used in the needs assessment with some modifications. In addition, two instruments were developed and used by the project evaluation staff (a middle school survey and elementary school survey). The community and educator respondents were highly supportive of the basic tenets of career education. Secondary school students seemed to relate well to the career education knowledge instrument, although there were needs exhibited in each of the learner outcome categories. The greatest need was in the area of economic factors influencing careers, skills in human relations, and career information. Middle school students demonstrated many of the same characteristics as secondary students. Based on the elementary school survey, the highest priority learner outcomes were those that could be regarded as desirable for a good student and worker. To determine academic needs, achievement tests were given in grades 2, 4, 6, 8, 9, and 12. (Survey instruments are appended.) (BM)

ED 170 576 CE 021 400

Crawford, George Mikel, Cecil

Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.

Spons Agency—Wichita Public Schools, Kan.

Pub Date—30 Jun 78

Note—42p.; For a related document see ED 150 285; Research conducted by the Office of Career Education

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Career Awareness, *Career Education, Educational Objectives, Evaluation Methods, *Experiential Learning, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Program Improvement, Secondary Education, Self Esteem, Sex Discrimination

Identifiers—*Experience Based Career Education

A third-party evaluation was conducted to assess the second year's operation of the Experience Based Career Education (EBCE) program at Wichita (Kansas) High School East. The program proposal contained fourteen process objectives and twelve outcome objectives. The status of the process objective achievement was determined by interviewing program personnel and examining project records. Outcome objectives were assessed by administering several instruments. A pretest-posttest design was used to evaluate the attainment of the outcome objectives associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering check list/open-ended response

form was used to collect summative impressions of the program from students, parents, and site resource people. Three site visits were also made. A change in program structure also was evaluated. Students were allowed to enroll in the EBCE program for the entire school year, the first semester, or the second semester. The objective measures of the achievement of EBCE program objectives revealed only minor differences between EBCE and control groups, which are suggestive of marginal achievement of objectives. The third-party assessment labeled the program a success and cited improvement made in formerly problematic areas identified by the first year's evaluation (available as ED 150 285). (The major portion of this document contains appended materials.) (BM)

ED 170 714 CS 004 825
A Reading Program Guide for the Montgomery County Public Schools, K-12.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—77p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, Class Organization, Curriculum Guides, Elementary Secondary Education, Program Development, *Reading Instruction, Reading Material Selection, *Reading Programs, Teacher Role, Teaching Techniques

The purpose of this publication is to define the program of kindergarten through grade 12 reading instruction in Montgomery County, Maryland, schools. It lists the reading objectives and minimum performance levels and identifies, by grade level, those which are to receive the highest teaching/learning priority. It also contains instructions for developing, implementing, and evaluating the program; techniques for identifying below-level readers; recordkeeping requirements; and a list of successful reading programs, a glossary of terms, and the competency-based prerequisites for graduation. (FL)

ED 170 738 CS 004 851
Learning to Read through the Arts: Instructional Handbook.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—[76]

Note—32p.

Available from—Title I Children's Program: Learning to Read through the Arts, New York City Board of Education, 110 Livingston Street, Room 618A, Brooklyn, New York 11201 (\$2.00, postage stamps only)

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, *Compensatory Education Programs, Elementary Education, Field Trips, *Handicrafts, *Multimedia Instruction, Museums, Program Descriptions, Program Guides, *Reading Instruction, Reading Skills, Teaching Techniques, Theater Arts, *Visual Arts
Identifiers—Elementary Secondary Education Act Title I, *Learning to Read Through the Arts (Program), National Diffusion Network Programs

This instructional handbook describes a program in which children are taught reading in relation to artistic media. It describes the staff, training, and a typical schedule. Program activities include reading workshops on vocabulary instruction, comprehension, and study skills; art workshops on crafts, puppetry, super 8 film, mixed media, communication arts, drawing, music, photography, printmaking, animation, dance, painting, theater, and arts and culture of American peoples; and field trips and special events. The handbook also discusses parent/community involvement in the program; describes equipment, materials, and facilities that are used; and indicates that teachers are free to create activities appropriate to the goals of the program. Illustrations of sample materials are included. (TJ)

ED 170 818

Levin, Beatrice J. And Others
Speaking: Pupil Competencies.

Philadelphia School District, Pa.

Pub Date—73

Note—19p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Communication Skills, Comprehension, *Creative Activities, Curriculum Guides, Elementary Education, Pronunciation Instruction, *Speech Communication, *Speech Skills

Identifiers—Oral Language

To ensure that all of the subskills undergirding pupils' speaking are identified, taught, and reinforced, the School District of Philadelphia prepared hierarchical listings of skills as exemplified in specific student behaviors. The structured sequence of oral language behaviors are stated operationally and identified at 14 levels in terms of the following three categories: use of oral language (skills delivery) including word usage and pronunciation; communication of ideas (comprehension) including various measures of communicative competence; and dramatic speaking (creative) including dramatizations and singing activities. (DF)

ED 170 848

Stern, Ralph D.

Problems of School Board Attorneys.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date—79

Note—5p.; Chapter 14 of "Contemporary Legal Issues in Education" (EA 011 580); For related documents, see EA 011 580-581 and EA 011 583-598; Paper presented at the 1978 Annual Convention of the National Organization on Legal Problems of Education

Available from—Not available separately; See EA 011 580

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Lawyers, *Legal Problems, Speeches

Identifiers—San Diego Unified School District CA
This paper discusses the problems of a school board attorney in the San Diego school district. Two problems are identified and discussed: the separation of legal determinations from policy determinations and the identification of the client in a particular situation. The paper concludes that the relationship between the board and the superintendent determines how adroit an attorney must be and where his or her responsibility finally rests. (Author/LD)

ED 170 864

Alexander, Dorothy L.

Planning and Decision-Making at the Local School Level.

Pub Date—Apr 79

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Decision Making, Educational Objectives, *Educational Planning, Elementary Secondary Education, Principals, Program Descriptions, Program Development, *Program Planning, *School Improvement, Speeches

Identifiers—*Campus Level Planning Project, Dallas Independent School District TX

The Dallas Independent School District has tried to address the problems involved in providing appropriate education for diverse communities by establishing minimum long-range goals and annual objectives in priority subject areas. The Campus Level Planning Project was a program to encourage program planning at the local school level. Each participating school organized a planning team composed of the principal, school personnel, and representatives of the community. During the project's three years of operation, twenty-eight schools completed program plans. Many other schools volunteered for assistance but dropped out of the project. A project staff assisted the planning teams. Major conclusions of the experience were that local

CS 502 525

school personnel do not feel a need to do formal planning; the planning team approach presupposes both a propensity toward shared decision-making by administrators and a healthy school climate; systematic planning at the school level is more likely to occur when planning is tactical as opposed to strategic; and school personnel value data for decision-making more than they do for planning. The greatest achievement of the program was exposing school personnel to data sources and training them in utilizing these data sources for immediate instructional and operational purposes. (Author/JM)

ED 170 868

Kahu, Janet Marie Wolcott

Analysis of Hawaii Secondary School Discipline Variables.

Pub Date—Dec 78

Note—288p.; Ph.D. Dissertation, Walden University

Pub Type—Dissertations/Theses (040) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Administrator Role, Community Relations, Correlation, *Crime, Discipline Policy, *Discipline Problems, Doctoral Theses, Drug Abuse, Parent Participation, *Principals, Questionnaires, School Community Relationship, *School Size, Secondary Education, Smoking, Stealing, Tables (Data), Truancy, Vandalism

Identifiers—Hawaii

It was the intent of this study to examine student discipline problems in twenty-one high schools on the island of Oahu in Hawaii. Literature was reviewed concerning the youth revolution as it affects students in Hawaiian public schools and concerning discipline problems unique to Hawaiian public schools. Data were collected through a questionnaire administered to selected students, teachers, and school administrators. Principals reported truancy as the most frequently occurring problem. Burglary, vandalism, smoking, and drug use were marked by most principals as occurring either "frequently" or "occasionally." Fighting and disorderly conduct occurred with moderate frequency. Principals reported eight teachers had been assaulted by students in the past year. Bruise fires and fires in trash receptacles were problems in almost half the schools. More than half the principals reported arson at their schools in the past year. It was established that a school's enrollment size is positively correlated with crime rate. No association was found between school-community relations and crime rate. A correlation was established between high parental interest in school and low crime rate. Twelve recommendations were suggested, including that principals ought to have high academic and behavior expectations for the school. (Author/JM)

ED 170 874

Knapp, John L. And Others

A Cost Study for Year-Round Schools in Prince William County.

Virginia Univ., Charlottesville. Tayloe Murphy Inst.

Pub Date—Oct 78

Note—157p.; Not available in paper copy due to small print used in tables

Available from—Tayloe Murphy Institute, P.O. Box 6550, University of Virginia, Charlottesville, Virginia 22906 (\$5.00)

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Average Daily Enrollment, *Cost Effectiveness, *Data Analysis, Elementary Secondary Education, Expenditure Per Student, Operating Expenses, *Program Evaluation, School Statistics, *Year Round Schools
Identifiers—45 15 Plan, Virginia (Prince William County)

A study of six paired schools in Prince William County, Virginia, involving schools at the elementary, middle, and high school levels operating on traditional and on year-round plans, revealed that given established attendance boundaries the schools were not operating at sufficient capacity to reduce costs through year-round operation. This report compares figures for both kinds of program, adjusted for comparability, and describes in some detail the methodology used in the study. Extensive tables document the data analyzed. (Author/PGD)

ED 170 896

EA 011 657

Douglas, Randi. McCann, Karen, Comp.
Project Ranger Adopter's Guide, 1979.
Portland Public Schools, Oreg.
Spons Agency—Office of Education (DHEW),
Washington, D.C.; Oregon State Dept. of Educa-
tion, Salem.

Pub Date—79

Note—113p.; Chart A-11 may be marginally legible
due to small print

Pub Type—Guides - Non-Classroom (055) —
Tests/Questionnaires (160) — Reports - Descrip-
tive (141)

EDRS Price - MF01/PC85 Plus Postage.

Descriptors—Behavior Problems, Classroom
Guidance Programs, *Counseling Instructional
Programs, Elementary School Students, Element-
ary Secondary Education, Environmental Educa-
tion, *Intervention, *Outdoor Education,
Program Descriptions, Program Guides, Ques-
tionnaires

Identifiers—Portland Public Schools OR, *Project
Ranger

Project Ranger is a program providing a combina-
tion of classroom study, outdoor survival, and envi-
ronmental education to students having difficulty
adapting to structured learning. The program has
three unique features: it tries to reach younger chil-
dren than most programs for "reluctant learners"; it
provides affective counseling organized around
strenuous physical activity; and it operates as a sup-
plement to classroom instruction, involving the
classroom teacher and avoiding the stigma often
associated with removal of the student from the
classroom. Goals of Project Ranger include improv-
ing negative student behavior, improving student
self concept, providing students with skills to en-
hance adult and peer relationships, motivating aca-
demic improvements, and providing students
opportunities to develop leadership skills. Having
served 120 students per year for four years at the
elementary level, the program is now being consid-
ered for older students as well. This document ad-
dresses those considering adoption of the program,
and covers planning (process objectives and tasks,
management structure design, budgeting, and
facility and transportation requirements); imple-
mentation (process objectives and tasks, and
orientation materials); staffing (hiring procedures,
staff qualifications, and inservice materials); student
selection; and project evaluation methods. Appen-
dices include job descriptions, sample curriculum
outlines, student referral and selection forms, and
project evaluation forms. (Author/PGD)

ED 170 915

EA 011 676

Lytle, James H.
Resource Allocation Procedures Viewed From
Within the Administrative Structure of Large
Urban Schools.

Pub Date—11 Apr 79

Note—25p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April 8-12,
1979); Not available in paper copy due to light
print of original document

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Budgeting, Educational Finance,
Educational Resources, Elementary Secondary
Education, Principals, *Resource Allocations,
School Administration, Speeches

Identifiers—Philadelphia Public Schools PA

As one considers the almost incredible array of
guidelines, regulations, requirements, and contract
provisions affecting the allocation of the local
school's resources, one must wonder how it is pos-
sible to conduct the business of the school at all. Time
is not traditionally considered a resource, and local
school administrators are rarely trained in using
time resources well, particularly in the scheduling
and rostering process. This is unfortunate, since
teachers' work time is the resource most clearly un-
der the administrator's control, and may also be the
most significant educational resource when used
well. This document provides a brief overview of the
local school administrator's role in resource alloca-
tions, from the standpoint of one administrator in
the Philadelphia public school system. Financial
and regulatory constraints and the problems of cen-
tral office control are touched on. Appendices illus-
trate documents used by Philadelphia's local school
administrators in school-level budgeting. (Au-
thor/PGD)

ED 170 917

EA 011 678

Egler, Richard M.
Third-Party Participation in the 1978 Teacher
Negotiations in Philadelphia: The Politics of
Bargaining.

Pub Date—Apr 79

Note—44p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April 8-12,
1979)

Pub Type—Tests/Questionnaires (160) — Reports -
Descriptive (141) — Speeches/Meeting Papers
(150)

EDRS Price - MF01/PC82 Plus Postage.

Descriptors—Citizen Participation, *Collective
Bargaining, Community Influence, Community
Involvement, *Political Influences, Ques-
tionnaires, Speeches

Identifiers—Philadelphia Public Schools PA

The 1978 contract negotiations between the
teachers and the school board of Philadelphia were
important enough to draw in four identified types of
third party: government officials (notably the
mayor), neutral mediators, community interest
groups (representing political, financial, parental,
and general public interests), and the news media.
The negotiations took place in a historical and
political context that affected the amount of influ-
ence each third-party group could exert. Of particu-
lar significance in this instance was the active role
taken by the mayor, who was highly conscious of
the effect a strike could have on an upcoming city
charter revision election that in its turn would de-
termine whether he could run for a third term in office.
This document analyzes the role played by the
major third-party groups in terms of levels of activity,
of access to the negotiations, and of influence. The
historical and political context and relevant previ-
ous literature are discussed, and documentary
sources as well as observations made by participants
in after-the-fact interviews are used to generate data
for the study. (Author/PGD)

ED 170 920

EA 011 681

Clawar, Harry J. Lewis, Jonathan
Race and Ethnicity as Factors in Winning School
Board Elections: Predicting Ethnic Composition
of Community School Boards.

Pub Date—Apr 79

Note—15p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April 8-12,
1979)

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Analysis of Variance, *Board Can-
didates, Boards of Education, *Cultural Factors,
*Elections, Elementary Secondary Education,
Ethnic Distribution, Ethnicity, Racial Distribu-
tion, *Racial Factors, Speeches

Identifiers—New York City Public Schools

In 1969 the New York City State Legislature decen-
tralized the New York City Public School System
into 32 elected school districts with a limited
amount of authority over elementary and junior
high schools. The legislation provided for com-
munity school boards to be elected by district resi-
dents. An analysis of election results in 1975 and
1977 showed that neither the race nor the ethnicity
of individual candidates was significantly correlated
to winning (see ED 152 951). This document re-
ports on a followup study examining the relation-
ships between the candidates' racial and ethnic
backgrounds, the ethnic character of their districts,
and their rate of electoral success. The authors
found that the percent of candidates from an ethnic
group is overwhelmingly correlated to the percent
of that ethnic group in the school district popu-
lation. The percentage of school board seats won by
whites tends to be greater than the percentage of
white candidates, while blacks and Hispanics tend
to win proportionately fewer seats. (Author/PGD)

ED 170 989

EC 114 810

Naron, Nancy K. And Others
The Prevention of Learning Disabilities Before
School: Results of a Pilot Program.

Spons Agency—Chicago Board of Education, Ill.
Dept. of Research and Evaluation.

Pub Date—Apr 79

Note—15p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April, 1979)

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Aural Learning, Intervention,
*Learning Disabilities, *Preschool Education,
*Prevention, *Program Effectiveness, *Program
Evaluation, Visual Learning

Identifiers—*At Risk (for Handicap)

A pilot program was conducted to determine the
efficacy of providing 32 preschoolers at high risk for
learning disabilities with structured, individualized
instruction to supplement their regular kindergarten
experiences. Ss were selected on the basis of devel-
opmental screening and diagnostic tests. Ss were
enrolled in the V-M (visual input-motor response)
or language (auditory input-verbal response) skill
group. After attending the program for 1 hour a day,
4 days a week, for 3 months, Ss made significant
gains as compared to a control group on the basis of
pre and post test scores. Large gains were noted by
children whose parents were most involved in the
program. (CL)

ED 170 990

EC 114 811

Macy, Daniel J.
Application of a Theoretical Control Strategy in
Early Intervention for the Handicapped.

Dallas Independent School District, Tex.

Spons Agency—Bureau of Education for the Hand-
icapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 79

Note—42p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (San Francisco, California, April, 1979)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC82 Plus Postage.

Descriptors—Developmental Disabilities, *Devel-
opmental Programs, *Early Childhood Educa-
tion, Exceptional Child Research, *Intervention,
*Physically Handicapped, *Prediction, Program
Effectiveness

Identifiers—Project Kindling Individual Develop-
ment Systems

The effectiveness of the Dallas, Texas Project
KIDS (Kindling Individual Development Systems)
on the developmental progress of 17 development-
ally delayed and physically handicapped children
(aged 18 months or less at pretest) was studied, and
the accuracy of projections of children's progress
made by professionals was investigated. The Bayley
Scales of Infant Development, the KIDS Inventory
of Development, and case study data were used to
score projections. Among findings were that pro-
jected scores were reliable and relatively free of
measurement error; that sampled children made
highly significant pre-post improvement; that there
was variability in scores projected by experts for any
given child, and that the extent of projected score
variability differed across children. (SBH)

ED 171 438

RC 011 190

Matuszek, Paula Haskin, Christine
Who Are the Disadvantaged and What Should We
Do for Them? The Relationship of Family Vari-
ables to Achievement and Some Implications for
Educational Programming. Publication No. 77-
48.

Pub Date—78

Note—20p.; Paper presented at the annual meeting
of the American Educational Research Associa-
tion (Toronto, Ontario, 1978); Best copy avail-
able

Pub Type—Reports - Research (143) —
Tests/Questionnaires (160) — Speeches/Meeting
Papers (150)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Academic Achievement, Anglo
Americans, Black Students, Community Surveys,
*Disadvantaged Youth, Elementary Education,
*Family Background, Low Achievers, *Mexican
Americans, Parental Background, Performance
Factors, *Predictor Variables, Questionnaires,
Reading Habits, Socioeconomic Influences,
*Socioeconomic Status, Surveys

Identifiers—Austin Independent School District
TX, Texas (Austin)

The relationships of various different variables
which had been used to define socio-economic
status (SES) to achievement for second- and fifth-
grade students were examined. Interviews were
conducted with 533 parents across the Austin In-
dependent School District to obtain information on
job status, age, income, education, attitude toward
education, amount of reading in the home, mobility,
time spent watching TV, relationships with the
school, and the child's preschool, day care and kin-
dergarten experiences. Phone interviews were con-
ducted; those parents not reached by phone were

interviewed in person. The initial analysis was a summary of the distribution of the responses. Any item for which more than 90% of the respondents answered the same was not studied further. Either a calculation of the correlation coefficients of each variable related to reading achievement or a calculation of the mean reading achievement scores and an analysis of variance was conducted for the remaining variables. Results were then merged with the achievement scores on the California Achievement Test administered the previous year. In summary, the survey indicated that for the school district, the most consistent indicators of children with lower achievement were those most "traditionally" used for SES—parental income, education, and job status. For identification of low SES students for Title I and other special programs, these measures would be the best single measures to use. None of the other variables examined was as consistently related to achievement. (NQ)

ED 171 519 **SE 027 535**
Diagnostic Prescriptive Arithmetic of Staten Island.

New York City Board of Education, Staten Island. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date—[7-]

Note—19p.
Pub Type—Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, *Instruction, *Program Descriptions, Teacher Education, Validated Programs, *Workshops
Identifiers—"Diagnostic Prescriptive Arithmetic, National Diffusion Network Programs

A description of this basic arithmetic program includes an outline of its goals, features contained in a teacher's manual, task cards and supplementary resource materials, steps involved in the implementation of the program, and answers to some questions about the program. An outline of the training program is given along with a workshop schedule. Other features of the program described include visitation procedures, essential commercial materials, and adoption responsibilities. (MP)

ED 171 523 **SE 027 560**
Evaluation of Teaching and Learning Models for Mathematics and Reading. Final Report.

Creative Research Associates, Inc., Silver Spring, Md. Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Aug 78
Contract—0433-A-NS-0-8-GA
Note—24p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Achievement, *Diagnostic Teaching, Elementary Secondary Education, Evaluation, *Instruction, *Mathematics Education, *Program Evaluation, *Reading, Research

The project that this report evaluates was designed to increase elementary and junior high student achievement levels, competency, and motivation for achievement in reading and mathematics through a competency-based mathematics and reading curriculum based upon utilization of a diagnostic-prescriptive instructional method. This report describes the instructional method, the schools, students, and teachers involved, the project objectives, and the evaluation objectives. The study concludes that the effectiveness of the project cannot be adequately evaluated until it is fully implemented. (H7)

ED 171 594 **SO 010 830**
Minneapolis Multi-Ethnic Curriculum Project, Final Report.

Minneapolis Public Schools, Minn. Dept. of Inter-group Education. Pub Date—76

Note—90p.; For related documents, see SO 010 660-661; Not available in hard copy from EDRS due to various ink changes throughout document
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Changing Attitudes, *Cultural Pluralism, *Curriculum Development, Curriculum Evaluation, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Problems, Educational Trends, Elementary Secondary Education, *Ethnicity, *Ethnic Studies,

Literature Reviews, Minority Group Children, Multicultural Education, Program Descriptions, School Environment, Social Mobility, Social Studies, Socioeconomic Influences, Student Participation, Teacher Participation, Values

Identifiers—Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project

A report is presented of the objectives, planning, and development of the Minneapolis public schools' multi-ethnic curriculum project. The document is presented in four sections. Section I examines the change in attitudes toward ethnic diversity and explores the responsibility of educators to transmit respect for and encouragement of cultural pluralism. Section II reviews literature related to the impact of the melting pot ideology on people of various ethnic groups and traces the increasing demand that school programs reflect the entire school community. Section III explains the process of identifying the major conceptual themes which became the basis of the multi-ethnic units. The process included surveying teachers as to their priorities for incorporating ethnic content into their courses, identifying objectives and skills, and selecting concepts and themes appropriate for various grade levels. Section IV offers a brief summary of the report. The document concludes with appendices including key concepts and generalizations related to ethnicity and cultural pluralism. (DB)

ED 171 611 **SO 011 693**

The Teaching of Values: An Instructional Guide. Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date—78
Note—144p.; Photographs throughout document may not reproduce clearly in hard copy
Available from—Instructional Planning Division, Los Angeles Unified School District, 450 N. Grand Avenue, Room G-230, Los Angeles, California 90012 (\$3.35 plus 6 percent sales tax)
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Changing Attitudes, Cooperation, Educational Legislation, *Educational Needs, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, Learning Activities, Legal Education, *Moral Development, Multicultural Education, Problem Solving, Religious Factors, *Student Attitudes, Teacher Role Teaching Guides, *Values

To help elementary and secondary classroom teachers develop and implement values education programs, the document identifies values which should be dealt with in school and suggests activities to reinforce specific values. The document is presented in four chapters. Chapter I introduces values concepts which should be integrated into the education of all children, regardless of religious, cultural, ethnic, or philosophical background. Concepts include integrity, courage, responsibility, justice, reverence, love, and respect for law and order. Objectives are presented for each concept along with relevant quotations from well-known individuals. Chapter II relates the schools' responsibility for values education to the responsibility of home, church, temple, and synagogue. Chapter III suggests learning activities to reinforce specific values concepts. For each activity, information is presented on age group, resources, objectives, and materials. Activities involve students in story telling, analyzing readings, writing, discussing, problem solving, dramatic presentations, and field trips to museums and community organizations. The final chapter suggests additional reference materials. (DB)

ED 171 680 **SP 014 310**

Greenbaum, Leonard A.
Staff Development: A Carrot or a Stick?

Pub Date—1 Mar 79
Note—8p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, 1979)

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Elementary Secondary Education, Incentive Systems, Inservice Programs, Inservice Teacher Education, Needs Assessment, *Professional Continuing Education, Program Descriptions, Program Planning, *School Districts, *School Personnel, *Staff Improvement, Teacher Centers, Teacher Education

Identifiers—Dade County Florida Public Schools
A description of the staff development program in

the Dade County (Florida) Public School District is presented. The remarks focus on many elements of the program including needs assessment for staff training, the use of television in various capacities, supplementing the expense of continuing education for teachers and administrators, incentive systems, inservice education and student teachers, teacher centers, school based management for administrators, helping personnel cope with stress, and teacher evaluation. The program involves expenditures of approximately \$12,000,000. (DS)

ED 171 791 **TM 009 389**

Myerberg, N. James And Others
Annual Test Report. 1977-78.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date—Dec 78
Note—449p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Academic Achievement, Achievement Tests, Annual Reports, Cognitive Ability, College Entrance Examinations, Cultural Differences, Data Analysis, *Educational Assessment, *Educational Trends, Elementary Secondary Education, Functional Reading, Glossaries, Racial Differences, Sex Differences, Student Testing, Tables (Data), *Testing Programs, *Test Results

Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills, Maryland (Rockville), Maryland Functional Reading Test, *Montgomery County Public Schools MD, Tests of Academic Progress
Results are presented, in the form of an annual report, of the standardized test performance of elementary and secondary school students in the Montgomery County Public Schools (MCPS), Rockville, Maryland. This year, as in the past, the report includes an update of the historical record of countywide test results on the Iowa Tests of Basic Skills (ITBS), the Cognitive Abilities Test (CAT), the Tests of Academic Progress (TAP), scores from the College Board tests (CEEB), and the data from the Maryland Functional Reading Test (MFRT). This year, the test report has been expanded to include: (1) a longitudinal analysis of the test performance of students attending MCPS in both 1976 and 1978; (2) a comprehensive report of test results for individual schools, including for each school an analysis of longitudinal data and of the variations in level of achievement; (3) an analysis of the four major tests used systemwide, discussing what the test scores mean and important limitations on their utilization; and (4) a glossary of technical testing terms designed to assist in understanding this report. A breakdown of test results by racial/ethnic groups and by sex is also included. (Author/GDC)

ED 171 814 **UD 019 287**

Ferrara, Lynette Fuller, Alan
A School-by-School Reporting System for the District of Columbia Public Schools: An Outline for Action.

Applied Urbanetics, Inc., Washington, D.C. Spons Agency—District of Columbia Citizens for Better Public Education, Inc., Washington, D.C. Pub Date—Jul 76

Note—154p.; For related documents, see ED 110 590, ED 158 389, UD 019 288 and UD 019 374
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Data Collection, *Educational Assessment, Educational Finance, *Educational Policy, Elementary Secondary Education, *Equalization Aid, Financial Policy, Management Information Systems, Needs Assessment, Program Descriptions, Program Planning, *Public School Systems, *Resource Allocations, Urban Schools

Identifiers—"District of Columbia
This report is concerned with improving the resource allocation system of public schools in Washington, D.C. It describes the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. The strengths and weaknesses of existing data collection and reporting procedures are discussed. A school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability is described. It is argued that a school-by-school reporting system will provide the information required to assess alternative solutions to the

problem of equalization of resource allocations among school building sites. An action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the Washington, D.C. school system is suggested. (Author/EB)

ED 171 815 **UD 019 288**
Creating a Resource Allocation System for the D.C. Public Schools.

District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.

Pub Date—Jan 77

Note—197p.; For related documents, see ED 110 590, ED 158 389, UD 019 287, and UD 019 374

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Data Collection, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Financial Policy, Management Information Systems, *Needs Assessment, Program Descriptions, Program Planning, *Public School Systems, *Resource Allocations, Urban Schools

Identifiers—District of Columbia, Hobson v Hansen, Wright Decree

This volume contains two reports whose aim is the improvement of the resource allocation system for public schools in Washington, D.C. The first report is a description of issues to be considered and decisions required for developing a resource allocation plan for equalization of aid. Information dealing with the history of school finance reform, the specifics of the Wright decree, Title I regulations, and some of the options available to the district is provided. The second report provides a description of the strengths and weaknesses of existing data collection and reporting systems, describes a school based reporting system which integrates existing data collection systems, and suggests an action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the District of Columbia school system. The emphasis in this report is on the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. (Author/EB)

ED 171 852 **UD 019 487**

Morgan, James M.

Project Termination Report: A Model Program in Affective Education; ESEA Title IV-C.
 Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Pub Date—31 Oct 78

Note—123p.; Not available in hard copy due to author's restriction; Best copy available

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Affective Behavior, Decision Making, Elementary Secondary Education, Emotional Development, *Instructional Materials, Intermediate Grades, Junior High Schools, Peer Relationship, Program Descriptions, Race Relations, Self Concept, *Student Needs, *Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title IV C, *Ohio (Cincinnati)

The purpose of this project was to develop and test a model intermediate and junior high school program in affective education. The results of a survey of students, teachers, and parents indicated that students had poorly developed perceptions of themselves and inadequate skills in forming relationships with others. The goals of the project were to insure that: (1) students would show growth in affective development; (2) teachers would be able to assess their students' level of affective development and plan and conduct class activities to help students; and (3) staff and teachers would produce a model program. Five areas of affective development were identified: (1) self concept development; (2) valuing and decision making; (3) peer relationships; (4) academic confidence; and (5) interracial/intercultural understanding. The intermediate level materials were developed at three levels: awareness, involvement, and commitment. In the junior high program one set of materials was developed for all areas except academic confidence. Teacher and student measures were developed to evaluate the effectiveness of the program. Presentations of the project were made to professional and community groups. Recommendations were made for a more intensive study of the materials and for integration of other program activities into the regular curriculum. (Au-

thor/MC)

ED 171 897 **CE 019 458**

Sokol, Alvin Paul

Project ICE (Implementing Career Education). St. Louis, Missouri, Public Schools. Final Evaluation Report.

Comprehensive Evaluation Services, Inc., St. Louis, Mo.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.; Saint Louis Public Schools, Mo.

Pub Date—Feb 77

Grant—G007502293

Note—201p.; Not available in hard copy due to faint and broken type; For related documents see ED 132 284, ED 138 786

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Failure Factors, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Success Factors, Teacher Workshops

Identifiers—Education Amendments 1974, Missouri (Saint Louis), *Project ICE

A final evaluation (two interim evaluations were previously conducted) was made of Project ICE (Implementing Career Education), which attempted to infuse career education into elementary and secondary school curriculum in St. Louis. While the earlier evaluations concentrated on the elementary level, this third one assessed the program's operation in K-12. Areas studied were as follows: teacher training, curriculum development, community involvement, and student outcomes. Each was judged according to its success in meeting the objectives established for it in the project plan. The evaluators monitored workshops, reviewed curriculum products, conducted surveys, and administered pre- and post-tests. Fifteen target, one pilot, and fifteen non-target schools were involved, with a sample of 2,130 students being tested. It was concluded that (1) fifty-three percent of the project's objectives were met; (2) nearly two-thirds of the objectives not met were student outcomes and the project was weakest in satisfying its objectives in this area; (3) the project was well designed; (4) the inservice training program produced significant results in teachers' knowledge of career education and their attitudes toward the program; (5) classroom infusion, while varying from teacher to teacher, was generally increased; (6) written lessons/units on the high school level were produced for science, math, social studies, and communication skills; and (7) the Community Advisory Council functioned very well, and a community resource guide was published. (ELG)

ED 171 914 **CE 020 257**

Blum, Robert E. Doyle, Linda

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. Final Project Performance Report.

Jefferson County Public Schools, Lakewood, Colo. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Grant—G007700100

Note—404p.; Some pages will not reproduce well due to light or broken type; Report prepared by the Division of Career Education

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Career Education, *Career Exploration, Community Cooperation, Community Involvement, *Experiential Learning, Females, Inservice Teacher Education, Instructional Materials, Junior High School Students, Males, *Nontraditional Occupations, Program Descriptions, Role Models, School Community Cooperation, *School Community Programs, Secondary School Students, Sex Role, Sex Stereotypes, Staff Improvement, Teacher Workshops

Identifiers—Education Amendments 1974

To reduce the narrowing effects of sex-role stereotyping on the career options of secondary students, a project was conducted using curriculum activities

and experiences with nontraditional role models in school and community settings. The vehicle for meeting this goal was the existing Jefferson County (Colorado) experience-based career education program. Objectives of the project included (1) establish and maintain community involvement; (2) prepare curriculum materials; (3) prepare and deliver a staff inservice program; (4) implement the program; (5) evaluate the learning outcomes and project processes; and (6) disseminate results of the project. Over 150 members of the local community served as resource persons. Curriculum materials, including guidance activities and curriculum units for secondary students, were produced. Inservice programs were conducted for 30 teachers, counselors, library media specialists, and administrators. The project was implemented during a nine-week period with 110 students at three schools. A third-party evaluation was conducted, with both formative and summative data collected; and a brochure describing project goals and activities was disseminated. (Student curriculum materials, staff inservice materials, and the final evaluation report are included.) (Author/LMS)

ED 172 010 **CE 021 959**

Montgomery, Margery

Crawling and/or Squatting: A Seizable Work Skill. Occupation Simulation Packet. Grades K-2nd.
 Highline Public Schools, Seattle, Wash.

Note—38p.; Illustrations in this document will not reproduce well; For related documents see CE 021 960-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Awareness, *Job Skills, *Learning Activities, *Primary Education, *Sex Fairness, *Simulation, Teaching Guides

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, crawling and/or squatting. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "have each student participate in searching and finding a picture that shows a person at work." Then, three skill activities are listed, such as simulating the work experience of a stock clerk, carpenter, or plumber which uses the skills of crawling and/or squatting. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; (2) pattern for a worker's apron; and (3) three illustrations: a stock clerk, carpenter, and plumber at work. (CT)

ED 172 011 **CE 021 960**

Ripley, Kris

Color Discrimination: A Seizable Work Skill. Occupation Simulation Packet. Grades K-2.
 Highline Public Schools, Seattle, Wash.

Note—35p.; Illustrations in this document may not reproduce well; For related documents see CE 021 959-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Awareness, *Color, *Job Skills, *Learning Activities, *Primary Education, *Sex Fairness, *Simulation, Teaching Guides

This teacher's guide for grades K-2 contains simulated work experiences for students using the isolated skill concept, color discrimination. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "have each student participate in searching and finding a picture that shows a person at work." Then, three skill activities are listed, such as simulating the work experience of a telephone factory wire sorter, store clerk, or interior decorator which uses the skill of color discrimination. A teacher evaluation sheet follows these activities. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: telephone factory wire sorter, store clerk, and interior decorator. (CT)

ED 172 012 CE 021 961

Hutton, Jean
Assembling in Sequence: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th. Highline Public Schools, Seattle, Wash.
 Note—49p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Assembly (Manufacturing), *Career Awareness, Grade 3, Grade 4, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation, Teaching Guides

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - assembling in sequence. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words work, job, skill and assembling in sequence in preparation for the simulated skill activity." Then, a skill activity is listed: "assemble in sequence eight unassembled items, following printed instructions." Assembling activities for items such as a ballpoint pen, bicycle reflector, and a paintroller follows. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: assembly of a paintroller, water color paint set, and a ballpoint pen. (CT)

ED 172 013 CE 021 962

Dye, Dick
Creativity: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th. Highline Public Schools, Seattle, Wash.

Note—47p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Creativity, Grade 3, Grade 4, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation, Teaching Guides

This teacher's guide for grades 3 and 4 contains simulated work experiences for students using the isolated skill concept - creativity. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested, such as "define the words job, work, skill and creativity in preparation for the simulated skill activity." Three skill activities are listed for the jobs of printmaker, puppeteer, and weaver. Student direction signs and station signs are supplied for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupation simulation packet; and (2) pictures of water color posters: weaving activities, puppeteers, and a paint design department. (CT)

ED 172 014 CE 021 963

Lee, Dennis W.
Oral Persuasion: A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th. Highline Public Schools, Seattle, Wash.

Note—47p.; The illustrations at the end of this document will not reproduce well; For related documents see CE 021 959-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, Grade 5, Grade 6, *Job Skills, *Learning Activities, *Sex Fairness, *Simulation, *Speech Skills, Teaching Guides

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - oral persuasion. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Two pre-skill activities are suggested, such as "define the words job, work, skill and oral persuasion in preparation for the simulated skill activity." Four skill activities are listed for the jobs of trial lawyer, radio announcer, and door-to-door salesperson. Activity cards, record sheets, and scripts are supplied

for these activities, along with optional additional activities. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: a lawyer, radio announcer, and a salesperson. (CT)

ED 172 015 CE 021 964

Kennedy, Helena
From Cooks to Carpenters: Measuring - A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.

Highline Public Schools, Seattle, Wash.
 Note—51p.; Illustrations in this document will not reproduce well; For related documents see CE 021 959-964; Not available in paper copy due to colored background

Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, Grade 5, Grade 6, *Job Skills, *Learning Activities, *Measurement, *Sex Fairness, *Simulation, Teaching Guides

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - measuring. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words job, work, skill and measuring in preparation for the simulated skill activity." One skill activity is listed: measuring such objects as patterns, desks, and shoe sizes. Student instruction sheets for such jobs as garment maker, employment counselor, and shoe salesperson are supplied, along with optional related projects. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: employment counselor, garment maker, and grocery store manager. (CT)

ED 172 028 CE 022 091

The Yellow, Blue and Red Book. A Collection of Short-Term Activities Developed by and for Teachers K-6, to Help Expand Students' Awareness of Traditional Sex Role Stereotyping. Highline Public Schools, Seattle, Wash.

Spons. Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76
 Contract—300-77-0303

Note—56p.; For a related document see CE 022 091; Parts may not reproduce clearly

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Discussion (Teaching Technique), *Elementary Education, Individual Characteristics, Interpersonal Competence, *Learning Activities, *Sex Fairness, *Sex Stereotypes, Teaching Guides, Validated Programs

This teacher's guide contains short-term activities aimed at expanding K-6 grade students' awareness of attitudes concerning traditional sex-role stereotyping. Subject areas are language arts, social studies, career education, mathematics, and physical education. Activities are divided into 10-20 minute, 20-40 minute, and 40 minute plus activities. Each activity lists objectives and teacher and student instructions. Sample titles include "Are Hammers Just for Men or Are They for People?", "Time Capsule Letter," and "Research Project - Favorite Television Programs." The appendix includes definitions of such terms as work, role, and skill; fourteen facts on women workers; and listings of supplementary resources such as bibliographies, pamphlets, books, films, multi-media kits, records, and games. (CT)

ED 172 029 CG 013 540

Guidance in the High School.
 New York City Board of Education, Brooklyn, N.Y.
 Div. of Educational Planning and Support.

Pub Date—78
 Note—133p.

Available from—Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, NY 11201 (\$4.00)

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Program), Career Planning, Cocounseling, College Bound Students, *College Preparation, Cooperative Education, Exceptional Child Services, *Guidance Programs,

Guides, *High School Students, Occupational Aspiration, *Pupil Personnel Workers, Secondary Education, *Secondary School Counselors, Vocational Counseling

Identifiers—*New York (New York)

This bulletin, a project of the Division of Educational Planning and Support, is designed to assist the high school counselor and other members of the pupil personnel team in offering a diversified program of services to meet the needs of students in the New York City public high schools. In view of the current educational, sociological and economic trends, the emphasis of this manual is on the counselor's pivotal role in developing student decision-making abilities concerning career/college choice, personal growth and ultimate lifestyle. Omnibus counseling is a suggested model for achieving these goals. The manual also is concerned with humanistic education, drug prevention counseling, education of the handicapped, vocational-technical high school programs, and the rights and responsibilities of high school students. (Author/PJC)

ED 172 201 CS 204 846

Friedman, Myron Fowler, Elaine
Assessing Elementary Students' Writing Skills.
 Publication No. 78.74.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Composition (Literary), Elementary Education, Elementary School Students, *Evaluation Methods, Measurement Instruments, *Program Evaluation, Student Development, *Student Evaluation, *Writing Skills

An instrument was developed for use in the evaluation of a pilot program to improve the writing skills of elementary school students in the Austin (Texas) Independent School District. Called the "Assessment of Writing Skills" (AWS), the instrument assesses writing maturity, organization, and writing mechanics by collecting data on the number and such frequency counts as total words, percentage of words spelled correctly, total sentences, sentence length, total correct punctuation, percentage of correct punctuation, total correct capitalizations, paragraph usage, number of modifying words, and sentence usage. The AWS was used by three raters to evaluate 268 second through fifth grade students' descriptive writing samples during the fall (pretest) and spring (posttest) of the same academic year. A measure of intercorrer/intracorer reliability ensured that the essays were rated consistently. The data reveal that fourth graders had lower pretest scores than third graders on eight of 13 variables, a fact that might be explained by the corresponding shift from printing to cursive writing during that period. The results also suggest that the AWS meets criteria for the evaluation of instructional programs; the holistic scores of AWS can assess overall growth over time, while frequency counts can provide feedback regarding specific skill development and needs for instruction. (RL)

ED 172 391 EA 011 814

Cummins, J. R.
Alternate Learning: Sharing Innovative Programs and Practices.

Pub Date—Feb 79

Note—13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Experiential Learning, Policy Formation, Program Descriptions, Program Development, *School Community Cooperation, Speeches, Work Experience Programs

Identifiers—Dallas Adopt a School Program, Metro Atlanta Skills Center, Program of Education and Career Exploration

Educators sometimes fail to adequately bring about school community collaboration. To do so, cooperative policy adjustments must be made, such as the supportive network created in the Dallas

"Adopt-a-School" Program. Too, implementation adjustments must be made in the development of a action-learning program such as the flexible scheduling systems in the Metro-Atlanta Skills Center and the Program of Education and Career Exploration in Atlanta, Georgia. Programs such as these are created through policy adjustments that reflect the urban school district's commitment to the restoration of relevance in the education of American youth. Characteristics of 11 other programs are briefly listed in the paper. (Author/JM)

ED 172 443

EA 011 883

Choy, Susan P.

Organizational Domain Changes in Response to Budget Reductions: New York City High Schools and the Fiscal Crisis.

New York Univ., N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 79

Grant—NIE-G-78-0041

Note—239p.

Pub Type—Dissertations/Theses (040)—Reports—Research (143)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Class Size, Comparative Analysis, Doctoral Theses, Educational Administration, Financial Problems, Instructional Programs, Multiple Regression Analysis, Organizational Change, Resource Allocations, Retrenchment, Senior High Schools

Identifiers—New York City Board of Education

The aim of this research was to examine the response of large public organizations to financial resource reduction not accompanied by decline in the demand for services. The focus was 94 New York City public high schools that received substantial budget cuts in 1975-76 and 1976-77. Effects on mix of services and class structures were studied. All the data used in the study came from two reports published by the New York City Board of Education. Although there was wide variation among the schools, the net effect of the two cuts was proportionately greater cuts in administration and support than in instruction. Also in response to each budget cut, average class size was increased and the number of subjects taken by the pupils decreased. Regression analysis was used to examine the causes of variation in response among schools. The major conclusions were that responses to budget cuts will vary, depending on such factors as the characteristics of the organization and its clients. Results also suggest that methods of resource allocation designed for periods of stable or increasing resources may be inadequate during decline. (Author/JM)

ED 172 454

EA 011 896

Collister, Larry

An Explanation of Pupil Transportation Costs, Seattle School District No. 1. Report No. 78-29. Seattle Public Schools, Wash. Dept. of Management Information Services.

Pub Date—Aug 78

Note—48p.; Figures 1-12 may be marginally legible
Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Bus Transportation, Elementary Secondary Education, Expenditure Per Student, Racial Integration, School District Spending, Special Education, Student Transportation

Identifiers—Seattle Public Schools WA

The state of Washington is moving towards the assumption of the full costs of public school student transportation. This move has increased interest at the state level in transportation costs originating at the local district level. These costs have been relatively high in the Seattle school district, complicated by the city's geographic and demographic characteristics and traffic flow patterns. The city's ethnic and cultural diversity adds the difficulties of busing to achieve racial balance and to provide adequate bilingual education. Transportation costs projected for 1978-79 were \$1,222 for each special education pupil, \$420 per pupil in the desegregation program, and \$351 per pupil for those transported because they lived over two miles from their schools. This document discusses these costs and other factors in Seattle's student transportation program, including the ramifications of the contracts with school bus and city bus companies. An addendum treats the rationale behind transportation decision-making in greater detail, using five examples from the Seattle district. (Author/PGD)

ED 172 464

EC 114 766

Task Analyses and Objectives for Trainable Mentally Retarded: Communication Skills [and] Daily Living Skills [and] Motor Skills [and] Quantitative Skills.

Minneapolis Public Schools, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—220p.; For related information, see EC 114 767

767; Some parts may not reproduce clearly
Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 (\$3.00 each, \$10.00 for the set of 4)

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Communication Skills, Daily Living Skills, Elementary Secondary Education, Hygiene, Individualized Programs, Mentally Handicapped, Motor Development, Nonverbal Communication, Number Concepts, Reading, Self Care Skills, Skill Analysis, Task Analysis, Teaching Guides, Trainable Mentally Handicapped, Verbal Communication, Writing

The document is comprised of objectives and information on step-by-step tasks for instruction of trainable mentally retarded students and for development of individualized education programs. Each objective includes information on materials, behavioral criteria, and a chart to assess task analyzed steps. Four main skill areas are covered (sample instructional objectives in parentheses): communication (verbal and nonverbal expression, pre-reading, reading, and writing); daily living skills (self feeding, putting on and taking off clothes, fastening clothes, washing hands, toileting, grooming, cleaning, and table setting); motor skills (drawing, pegboard tasks, working puzzles, balancing, imitating gross motor movements, and handwriting); and quantitative skills (counting, addition, subtraction, telling time, counting change, and managing money). (CL)

ED 172 465

EC 114 767

Leisure Activities for Retarded Children. A Task Analysis Approach. Integrating Trainable Mentally Retarded Children Through Community Education. ESEA Title IV, Part C.

Minneapolis Public Schools, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—397p.; For related information, see EC 114 766

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 (\$12.50)

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Games, Leisure Time, Mentally Handicapped, Physical Activities, Recreation, Recreational Activities, Skill Analysis, Task Analysis, Teaching Guides, Trainable Mentally Handicapped

Designed to meet the need of trainable mentally retarded persons for recreation skill training and for opportunities to experience leisure/social skill development in a community setting, the packet provides task analysis information on 114 activities. Information is provided on behavioral objectives, basic skills required, materials and procedures, task steps, teaching hints or game variation, and a grid sheet of analyzed steps for each skill. Activities are classified according to the following seven types (sample activities in parentheses): ball activity (volleyball and ball tag); active games (pin the tail on the donkey, ping pong, and tossing games); music; card games (solitaire); skill activity (pick up sticks and ball rolling); table games (silly sandwich, checkers, and tic tac toe); and active circle games (ring around the rosie). (CL)

ED 172 466

EC 114 768

Davidson, Jan Bloom And Others

Directory of Developmental Screening Instruments.

Minneapolis Public Schools, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—77

Note—326p.; Best copy available

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 (\$2.50)

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Auditory Perception, Cognitive Development, Directories, Elementary Education, Emotional Development, Evaluation Methods, Handicapped Children, Language Development, Motor Development, Preschool Education, Screening Tests, Speech, Test Selection, Visual Perception

Identifiers—Project SEARCH (Minneapolis), Self Help Skills

The directory includes descriptions of over 130 developmental screening instruments for preschool and elementary aged children. The first section provides background regarding the development and use of screening programs, including the legal and social implications of screening. The second section discusses the criteria (administration, population, measurement, and test selection) to consider in the selection of a screening instrument. The final section contains information on specific screening devices in the following developmental areas: social/emotional, language/cognition, speech and articulation, fine motor, gross motor, visual reception, auditory reception, and self-help skills. Appended are a tabular summary of all instruments described in the directory and information on the SEARCH (Special Education and Related Child Health) Literature File on Screening. (PHR)

ED 172 467

EC 114 769

Guidelines for Establishing an Outreach Program. Minneapolis Public Schools, Minn.

Spons Agency—California State Committee on Public Education, Berkeley.

Pub Date—78

Note—32p.

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 (\$4.00)

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Data Collection, Elementary Secondary Education, Evaluation Methods, Guidelines, Home Instruction, Mentally Handicapped, Outreach Programs, Parent Education, Parent Participation, Parent School Relationship, Parent Teacher Conferences, Trainable Mentally Handicapped

Identifiers—Project SEARCH (Minneapolis)

The paper provides guidelines for establishing an outreach program to increase communication and skill development of trainable mentally handicapped students (ages 5-16 years) based on the Project SEARCH (Special Education and Related Child Health) program at the Emerson School (Minneapolis, Minnesota). Following an introduction, meetings between parents and staff, and the data recording system (for noting student progress, parent teaching time, and teacher contact time) are outlined. The organization and scheduling of home visits and parent instruction are detailed. Methods for evaluating the program's effectiveness are discussed, as well as solutions to problems that arose during the course of the project. Among the extensive appendices are tables of outreach objectives, recording forms, guidelines for determining the amount of direct service to parents, parents' surveys, and teacher evaluation forms. (PHR)

ED 172 468 **EC 114 770**
PIC Materials Catalog.
 Minneapolis Public Schools, Minn.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
 Pub Date—77
 Note—275p.

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 (\$15.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Handicapped Children, Interpersonal Competence, Language, Mathematics, Perception, Phonics, Readiness, Reading, Speech, Spelling

The annotated bibliography of all special education materials found in the Prescriptive Instruction Center of the Minneapolis (MN) public schools consists of approximately 700 items categorized under the following eight major subject areas: reading, phonics, spelling, math, perception, speech/language, readiness, and social awareness. Each major area is further categorized into sub-areas such as programs, supplemental, and games. Each entry is indexed and includes title, publisher, approximate cost, format, description, and content. Comments have been added (when available) on the use of the materials as experienced by the special education personnel. (PHR)

ED 172 477 **EC 114 844**
Strategies for Site Evaluation of Gifted Programs.
 San Diego City Schools, Calif.
 Pub Date—Apr 76

Note—65p; For the manual on management of gifted programs, see EC 114 845; Prepared by Evaluation Services Department; Parts of appendix may be marginally legible due to print quality. Available from—San Diego City Schools, Curriculum Materials, Attention: Dwight Lee, 4100 Normal Street, San Diego, California 92103 (\$2.75, Stock No. 41-G-4610)

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Guides, Attitude Tests, *Educational Diagnosis, *Educational Objectives, *Educational Planning, Elementary Secondary Education, *Gifted, Learning Activities, *Performance Criteria, *Program Evaluation, Self Concept Tests, Tests

The guide is designed to assist administrators and teachers at the school site level in planning and carrying out evaluation of their gifted programs. After an overview, the importance of instructional objectives is discussed, including the components of measurable performance objectives. The selection of educational activities is explored and criteria for assessing the qualitative difference of the activities is outlined. The use of measurement instruments and sources of evaluation data are presented. Various types of tests, such as teacher-made tests, department, school, or district-wide tests, and norm-referenced tests, are defined. Problems and methods of measuring attitudes and self concept are explored. The use of the written plan (the format for stating the objectives, activities, and evaluation of the program) is explained. Appended are a list of sources of information, a partial list of measurable factors available in most school settings, performance objectives for the 1975-6 program, a sample of the written plan, a sample evaluation of the written plan, and sample evaluation instruments. (PHR)

ED 172 478 **EC 114 845**
Happell, Helen M.
Programs for the Gifted - Site Management. Revised 1977.

San Diego City Schools, Calif.

Pub Date—77

Note—267p; All data following page 99 in Section VIII is outdated; For the guidebook on site evaluation, see EC 114 844; Parts may not reproduce clearly

Available from—San Diego City Schools, Curriculum Materials, Attention: Dwight Lee, 4100 Normal Street, San Diego, California 92103 (\$10.50, Stock No. 41-G-4600)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Administrator Responsibility, Elementary Secondary Education, *Gifted, *Management, Models, Program Guides, *School Services, State Standards, *Teacher Responsibility

The manual is designed to help educational personnel handle day-to-day responsibilities and management of programs for the gifted in the San Diego City schools. The first section explores program maintenance and describes services, identifies departmental sources, and offers suggestions for optimum use of services. The second and third sections suggest means of providing the programs within parameters imposed by state requirements; and give examples of models available to sites and guidelines for completing each section of the written plan and evaluation forms. The fourth section covers procedures for the expenditure of site funds. The following three sections are for individual site use (headings are provided for the written plan, the budget, and site plan evaluation). The eighth section is a compilation of selected resource material. The final section contains selected bibliographies, including professional references for educators, parents, and references on the disadvantaged gifted. Also included are abstracts of selected materials on curriculum for the gifted and talented. (Author/PHR)

ED 172 519 **FL 010 111**

McWilliams, Larry And Others

Account on Foreign Languages.

Jefferson County School District R-1, Lakewood, Colo.

Pub Date—Nov 78

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, Career Opportunities, *Career Planning, French, German, Higher Education, *Language Attitudes, *Language Enrichment, Language Guides, *Language Role, Latin, Russian, Secondary Education, *Second Language Learning, Spanish

A guide on foreign languages is presented for counselors, administrators, teachers, and parents. An introductory section discusses reasons for foreign language study, college entrance or exit requirements, foreign language and SAT scores, careers that use foreign languages, myths about learning foreign languages, and information about French, German, Latin, Russian, and Spanish. Also discussed are: (1) the number of people who speak the major foreign languages of the world as estimated in 1978, (2) opportunities to experience real and simulated foreign language atmospheres, (3) suggested program planning for junior high students, and (4) foreign language planning for college. A chart summarizes what research studies show about foreign languages and the following basics: English vocabulary, reading skills, transfer, self-concept, cultural enrichment, creativity, and communication skills. A quick test for determining probable success for learning a foreign language is also included. (SW)

ED 172 577 **FL 010 431**

Interim Evaluation Report, 1977-78. ESEA Title VII Bilingual Project. Project Number SO16-38A.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—16 Dec 77

Note—313p; Not available in paper copy due to print quality

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, *Curriculum Development, Demonstration Programs, Elementary Education, *English (Second Language), English Instruction, *Inservice Teacher Education, Language Arts, Language Teachers, Language Tests, Mathematics Instruction, Parent Participation, *Parent School Relationship, Program Descriptions, Program Evaluation, Reading Instruction, Second Language Learning, *Spanish, Student Evaluation

Identifiers—*Elementary Secondary Education Act Title VII

A report is presented of the 1977-78 demonstration bilingual program of the Austin Independent School District. A program description, status re-

ports, and information on the evaluation of the program are provided. The instructional component of the program is designed to provide bilingual instruction in language arts, reading, and math. The curriculum development program component is designed to develop sequential guides for Spanish and English oral language and reading instruction. The staff development component includes one week of preschool teacher training and on-site individualized training throughout the school year. The parental involvement component focuses on informing and involving parents of project students. A major activity of all components is the preparation and implementation of an activity-oriented/experience-based curriculum. Evaluation concerns three areas: (1) evaluation of and feedback concerning on-going project activities; (2) measurement of reading, math, and oral language development of students; and (3) evaluation of the relative benefits of using at-home study units by parents. Evaluation findings, assessment instruments, and questionnaires are included. (SW)

ED 172 923 **PS 010 675**

Assao, Mildred M.

Report of Early Childhood Programs: Social Services 1977-1978. Report No. 7913.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—89p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Caseworkers, Day Care Programs, *Early Childhood Education, *Educational Programs, *Intervention, Occupational Information, Parent Participation, Preschool Programs, Program Descriptions, *School Social Workers, *Social Services

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through, *Project Head Start

This 1977-1978 annual report of the Social Services Component of Early Childhood Programs within the School District of Philadelphia provides a description of the types and quantities of activities undertaken in five early childhood programs by the social service workers. Data were obtained from periodic reporting forms designed by the Early Childhood Evaluation Unit. The data focused on three areas of services: (1) the number of families requiring services and the number receiving assistance; (2) the frequency of contacts with families; and (3) the types of assistance provided to families. Social services were mandated in four of the five programs discussed in this report: Child Care (CC); Get Set Day Care (GS); Prekindergarten Head Start (HS); and Follow Through (FT). The fifth program, Parent Cooperative Nurseries (PCN) was included by program request. Each program was able to attain either fully or partially its specific objectives or its performance standards. Within the programs' mandated social services, 88 social service workers made 85,181 contacts, of which 54 percent were with a parent or guardian, 35 percent were with other program personnel, and 11 percent were with community agencies. Social service workers focused primarily on admission and recruitment, children's attendance, and home-school liaison functions. Although insufficient data were obtained regarding the frequency of contacts with families in two programs (GS, FT), 85 percent of the families in the other two programs were contacted one to three times, and 15 percent were contacted four or more times a month or quarter. (Author/MP)

ED 172 924 **PS 010 676**

Figueras, Ciri

Report of Early Childhood Programs: Staff Development. Report No. 7914.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Nov 78

Note—123p; Not available in paper copy due to print quality of some pages

Pub Type—Tests/Questionnaires (160) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Attitudes, Annual Reports, Day Care Programs, Early Childhood Education, *Instructional Staff, Parent Participation, Preschool Programs, Program Descriptions, Questionnaires, *Staff Improvement, *Supervisors, Supervisory Activities, Teacher Aides, *Teacher Attitudes

Identifiers—Pennsylvania (Philadelphia), *Project

Follow Through, *Project Head Start

This report discusses the views of early childhood supervisory and instructional staff regarding staff development activities across 11 Early Childhood Education Programs in Philadelphia. A comprehensive staff development questionnaire was completed by supervisory personnel, teachers, assistant teachers and aides in the Spring of 1978. Cumulative data indicate that at least 60 percent of the teachers of all 11 programs, and 50 percent of the aides in nine programs, had five or more years of early childhood experience. Greater specific program experience was in evidence among Kindergarten teachers, Original Follow Through aides, Get Set Day Care teachers, assistant teachers and aides, and Prekindergarten Head Start aides, than among other program staff. Based on total responses from all programs, most teachers felt that staff development provided during the year resulted in "moderate to great" change in their classroom effectiveness. The majority of supervisors indicated that they spent the greatest amount of time suggesting activities and offering support regarding parent involvement. The majority of program staff indicated satisfaction with all supervisory services. Generally, assistant teachers and aides in all 11 programs indicated a greater willingness to participate in non-reimbursed staff development than did teachers. A large majority of the Parent Cooperative Nursery teachers, however, indicated a willingness to participate in non-reimbursed activities related to parent involvement. The areas selected most frequently across programs for future staff development were improving the basic skills, social behaviors, creative arts, individualizing instruction, and learning disabilities/classroom management. (Author/MP)

ED 172 928

PS 010 680

Prusso, Kenneth W.

Get Set Day Care: Summary Report, 1977-1978. Report No. 7943.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—61p.; For related document, see ED 164 142

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Child Development, *Day Care Programs, *Developmental Programs, Early Childhood Education, Elementary School Students, Family (Sociological Unit), *Health Services, Low Income, Parent Participation, Parents, Preschool Children, Program Descriptions, Program Effectiveness, *Psychological Services, Public Schools, *Social Services, *Staff Improvement

Identifiers—*Get Set Program, Pennsylvania (Philadelphia), Project Head Start

This report summarizes results of an evaluation of the Get Set Day Care Program in the Philadelphia public schools. The program, which provides child care services to low income families, has three purposes: (1) to enable parents or other caretakers of children to work, to receive employment-related training or education, or to receive social or health services; (2) to provide children, including the developmentally handicapped, with individualized care which contributes to their development and self sufficiency; and (3) to prevent or remedy neglect, abuse or exploitation of children and adults unable to protect their own interests, or to preserve, rehabilitate or reunite families. In 1977-78 the program operated in 76 sites and served 4,200 children, primarily between the ages of 3 and 5. The aspects of the program examined and the measures employed were (1) child development (classroom observation, a developmental status checklist and the school achievement record of past participants), (2) social services (the number of social workers' contacts with staff and parents), (3) psychological services (members of referrals and services for developmental delay; speech, language and hearing difficulties; mental retardation; abuse and neglect; and medical or physical problems), (4) health services (screenings, treatment, health education and meals), (5) staff development (supervisors', teachers', assistants' and aides' perceptions of quantity and utility of on-site demonstrations and assistance) and (6) parent involvement (attendance at meetings and participation as volunteers). (Author/BH)

ED 172 929

PS 010 681

Figueras, Chao

Report of Early Childhood Programs Health Services Component 1977-1978. Report No. 7915. Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Dec 78

Note—28p.; For related document, see ED 152 402

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Clinical Diagnosis, Early Childhood Education, Elementary School Students, Health Education, *Health Services, *Identification, *Intervention, *Medical Care Evaluation, *Medical Evaluation, Medical Services, Preschool Children, *Preventive Medicine, Program Descriptions

Identifiers—Get Set Program, Pennsylvania (Philadelphia), Project Follow Through, Project Head Start

This report describes in detail the health services of three Philadelphia programs which have mandated such services (Original Follow Through, Get Set Day Care, and Prekindergarten Head Start). It also highlights the services provided in the other eight early childhood programs in the Philadelphia school district (Child Care, Duham Child Development Center, Follow Through Expansion, Impact Aid, Kindergarten, Parent Cooperative Nursery, Primary Skills, and Project Bridge). Data indicate that although the method of health service delivery may differ among the various programs, provisions have been made to ensure that children's health problems are identified, referrals made, and treatment provided whenever necessary. The findings suggest that because of a more concentrated effort on the part of the school district's division of school health services and the program health staff, a greater number of children in the early childhood programs were served in 1978 than in the previous year. Appendices present data on the health services provided by the Follow Through, Get Set, and Head Start programs. (Author/BH)

ED 172 934

PS 010 687

Lukshus, Anne M.

Follow Through Pupil Absence Rates, Pupil Continuance Rates, and Teacher Continuance Rates in Philadelphia: 1975-76 to 1977-78. Report No. 7942.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 78

Grant—G007502171

Note—26p.; For related document, see ED 143 435

Parts of appendix may be marginally legible; Best copy available

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attendance, *Compensatory Education Programs, Disadvantaged Youth, Elementary School Students, *Faculty Mobility, Kindergarten Children, *Students

Identifiers—Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Project Follow Through, Project Head Start

This report covers three aspects of the Follow Through program in Philadelphia: pupil absence, pupil continuance, and teacher continuance. Data are presented by grade, model, and total program for the 1975-1976, 1976-1977, and 1977-1978 school years. Patterns of attendance were identified for the total pupil population and two subgroups: pupils with previous Head Start (HS) or equivalent experience and those without such exposure. Absence rates varied across the K-3 range. Lower absence was found at higher grade levels. Pupils with previous HS experience had significantly higher attendance than pupils without previous HS experience at every grade level. The pupil continuance rate was 66% in 1975-76, 62% in 1976-77, and only 27% in 1977-78, when the imposition of a strict interpretation of Title I guidelines caused a large number of former program pupils to become ineligible. This could be related to the reversal in the previous pattern of higher continuance rates for HS pupils. Teacher continuance rates increased as the size of the program diminished, since teachers with the most program experience were retained. (Author/RH)

ED 172 987

RC 011 367

Arce, Aaron Sam, Xavier

ESAA Bilingual/Bicultural Project, 1974-1975 Final Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 75

Grant—OEG-6-74-1897

Note—68p.; For related documents, see ED 154 945 and 946

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Curriculum Development, Elementary Education, Enrollment, Language Arts, Language Proficiency, *Mexican Americans, *Multicultural Education, Objectives, Parent Participation, *Program Effectiveness, Reading Instruction, *Spanish Speaking, Staff Improvement, Teacher Aides

Identifiers—*Texas (Austin)

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of \$271,530 the program served over 1400 elementary students in six schools using 5 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

ED 173 022

RC 011 499

Brenner, Lynne

Report on the Second Year of the Kumtuka Alternative Rehabilitation Program of Tomperton Secondary School. Research Report 78-04.

Vancouver Board of School Trustees (British Columbia).

Pub Date—Sep 78

Note—27p.; Not available in paper copy due to marginal legibility of original document; Funded in part by the Ministry of Human Resources and by the First Citizens Fund

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Access to Education, Adjustment (to Environment), *Alternative Schools, American Indians, American Indian Studies, *Canada Natives, Dropout Prevention, *Dropout Programs, Educational Alternatives, English, Mathematics, Program Evaluation, Sciences, *Secondary Education, *Self Concept, Student Evaluation

Identifiers—British Columbia (Vancouver)

Kumtuka, established by the Vancouver School Board in 1976, is an alternative educational program for Native Indian adolescents who have the potential to complete Grade 12 but whose recent school histories show poor attendance, deficiencies in basic skills, low motivation, and poor self-concept. The goal of the program is to enable students to complete their education in regular secondary school; curriculum includes basic skills in English and mathematics, Native Indian Studies, science, and adaptive physical education. In its second year (September 1977 to June 1978) Kumtuka enrolled 23 students, ages 12 to 16, whose average grade attainment at enrollment was Grade 7. Student progress was evaluated by the following measures: attendance, KeyMath Diagnostic Arithmetic Test, Woodcock Reading Mastery Tests, Canadian Tests of Basic Skills, and self-concept (adapted from: How I See Myself Scale); student progress in a special

values clarification program and staff evaluations were also considered. Student attendance rate of 96.4% compared favorably with the sponsoring school; 16 of the 23 students gained one or slightly more than one grade level beyond their entry placement; self-concept scores improved, and individual changes occurred in the values clarification program. All but one of the students plan to attend school in September 1978; 12 will return to Kuntz. (JH)

ED 173 068

SE 026 953

Curriculum Manual, Level 87. 1977-1978 (Revised).

New York City Board of Education, Brooklyn, N.Y. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—271p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Basic Skills, *Curriculum Guides, Enrichment Programs, *Instructional Materials, Junior High Schools, *Mathematics Curriculum, *Mathematics Instruction, Remedial Mathematics, Secondary Education, *Secondary School Mathematics, Teaching Guides
Identifiers—Instructional Support Systems, *New York City Board of Education

This curriculum guide for junior high mathematics teachers was developed to meet the diverse needs of students in School District 18 in the City of New York. Three different modules and sequences are presented. The first module contains instructional objectives which are necessary for life-related activities. The second module develops basic concepts and skills and the third offers additional mathematical enrichment. Teachers evaluate the mastery of the objectives by using teacher-generated tests. The time required to complete each module should be dependent on the needs of each class and the judgments of the individual teachers. (SA)

SO 011 092

ED 173 183

Banks, Samuel L., Ed.
K-4 Social Studies Skills for the Human Behavior and Urban Studies Program.

Baltimore City Public Schools, Md.

Pub Date—[76]

Note—286p.

Available from—Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21213 (No price quoted)

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Communication Skills, Consumer Education, Democracy, Democratic Values, Elementary Education, Ethnic Studies, Interpretive Skills, Library Skills, Listening Skills, Map Skills, *Process Education, Racial Discrimination, *Skill Development, *Social Studies, Teaching Guides, *Urban Studies

This guide was developed to aid elementary students deal with life experiences through skill development. Major skills stressed are: locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; and working with others. Arranged according to grade level and to a hierarchy of skills, each section lists major and sub-skills to be developed, behavioral goals, and sample activities. Activities at the kindergarten level include naming family members, dramatizing emotions, studying ethnic groups, studying national symbols, and preparing a "family booklet." At grade one, students learn cardinal directions, study maps, serve professions, and ethnic groups, and categorize consumers and producers. Grade two emphasizes visits by police and fire officials, team based games, and a study of urban neighborhoods. Grade three students use library references, take walking tours through new developments and blighted areas, and research the names of city leaders. At grade level four, students study West Africa, the lives of the Cherokee and Choctaw Indians, world food production, assembly line production, and credit buying. Grade five activities focus on a study of racial prejudice. Students analyze television programs and prejudice. Students analyze national constitutions. Grade six studies the state and national constitutions. Grade six examines discrimination, drug abuse, crime, citizen participation in government, and the democratic process. (KC)

ED 173 216

Colbert, Theresa

Ethnic Heritage Studies: Ethnic Heritage Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—70p.; For related documents, see ED 150 043 and SO 011 776-786

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Cooking Instruction, *Cultural Awareness, *Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Food, Foreign Countries, Home Economics Education, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act
Designed to foster communication across intercultural/ethnic lines, this teaching unit focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern European, Southern European, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a checklist of foods key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses, with a suggested time period of two or three weeks. (Author/CK)

SO 011 775

ED 173 217

Yang, Daisy

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—26p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art, *Art Activities, Behavioral Objectives, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Foreign Countries, Haiku, Manuscript Writing (Handlettering), *Multicultural Education, Social Studies, Teaching Guides, Theater Arts
Identifiers—Asia (East), Ethnic Heritage Studies Program Act

This teaching guide focuses on four forms of arts and crafts popular in China, Korea, and Japan, and explores the effects, if any, on American culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The objective of this unit is to help students understand and appreciate East Asian calligraphy, haiku, ikebana, and shadow theater. Suggested time period is one or two weeks. The guide includes a pretest, four behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets illustrating haiku, ikebana, and calligraphy. A posttest asking for definitions of the crafts, examples of art in Louisville, and student feelings about East Asian art is included, plus a bibliography of resources and materials. (Author/CK)

SO 011 777

ED 173 218

Hobell, Marysue

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

tion (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—23p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Literature, American Literature, Behavioral Objectives, *Black Literature, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Ethnic Groups, *Ethnic Studies, Foreign Countries, *Multicultural Education, Secondary Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act
This teaching guide emphasizes the similarity of themes in black African and black American literature and the contribution black writers have made to American literature. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives of this unit are to recognize common themes in black African and black American literature and to appreciate several literary selections by black American authors as representative of their contribution. Planned as a supplement for an English course, suggested time to allocate for the unit is at least two weeks. The guide includes a pretest, a posttest, and four behavioral objectives accompanied by instructional strategies and facilitating materials. These encourage defining terms, reading, discussion, and writing compositions and reports, among other activities. A bibliography of resources is appended. (Author/CK)

SO 011 778

ED 173 219

Egginson, Everett

Pretest/Posttest Attitudinal Survey. Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—Jan 77

Note—8p.; For related documents, see ED 150 043 and SO 011 775-786; Testing charts may not reproduce clearly in paper copy due to small print type

Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitudes, Bias, *Cultural Awareness, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Post Testing, Pretests, Surveys, Tests

Identifiers—Ethnic Heritage Studies Program Act
This survey is designed to measure student attitudes both before and after an ethnic study unit is taught. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The age studies materials are designed to foster communication across intercultural/ethnic lines. The test is comprised of 79 statements, such as "A free society is one in which people with different backgrounds and beliefs can still work together for a common goal." Students have four choices—they indicate whether they strongly disagree, disagree, agree, or strongly agree with the statements made, making their choice twice, once for "the way it is," and once for "the way it ought to be." Other statements include "People should accept each other's ways of thinking and behaving." "Often schools look upon ethnic studies as a way to please the community." "I am often torn between what my family wishes me to do and what my peers wish me to do." "I don't care what people say, I've found that there is some truth to every stereotype." "It shouldn't make any difference whether your doctor is a man or a woman," and "I can usually tell what a person is like by the way he/she is dressed." (CK)

SO 011 779

ED 173 220

Radford, Dale

Ethnic Heritage Studies: Cultural Pluralism. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—40p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, Concept Teaching, Cultural Awareness, *Cultural Background, *Cultural Pluralism, Discussion Groups, Educational Objectives, *Ethnicity, *Ethnic Studies, *Multicultural Education, Secondary Education, Social Problems, Social Studies, Study Guides, Teaching Guides, Teaching Methods

Identifiers—Ethnic Heritage Studies Program Act

A variety of individual and group activities which require students to examine their ethnic background and their personal values related to cultural pluralism are included in this teaching guide. The unit is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to ensure that students understand the positive aspects of our pluralistic society; recognize diversity of culture, ethnicity, and custom as a strength; examine real problems and real people of various cultures; and participate in experiences that will help build positive attitudes and acceptance of their own and other cultural groups. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional activities, facilitating materials, and comments to the teacher. There are eight study guides in the appendices: "Why Cultural Pluralism?", a glossary of terms, "Inner Values Related to Culture," "Group Processes," two diagrams for discussion leaders, "Conducting a Class Meeting," and "Contemporary American Problems Study Guide." A bibliography of resource material is included. (Author/CK)

ED 173 221

SO 011 780

*Brothers, Lynn***Ethnic Heritage Studies: Family History Project. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note—46p.; For related documents, see ED 150 043 and SO 011 775-786; Map of Kentucky on page 13 may not reproduce clearly in paper copy due to small print type of original

Pub Type—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Family (Sociological Unit), *Family Background, Interviews, *Multicultural Education, Social History, Social Influences, Social Studies, *Socioeconomic Background, Student Research, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act

This teaching guide presents a personal approach to America's past by having students prepare their own family's social genealogical history. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to develop an understanding of the ways in which an individual's life is affected by his family background. Planned as a supplement for social studies courses, suggested time allotment is one to two weeks. The guide is comprised of a pretest, four behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. Also included are 10 worksheets for the student: a family history chart; family group sheet; tips and suggested questions for interviewing; a list of genealogical sources of information, suggestions on how to organize a report, and tips on how to write and analyze an obituary. A posttest and bibliography of resources conclude the unit. (Author/CK)

ED 173 223

SO 011 781

*Keepers, Beverly***Ethnic Heritage Studies: The American Woman. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76**Note**—29p.; For related documents, see ED 150

043 and SO 011 775-786

Pub Type—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, Commercial Television, Educational Objectives, Employment Opportunities, *Ethnic Studies, Family Characteristics, *Females, *Role Perception, Secondary Education, *Sex Role, *Sex Stereotypes, Social Studies, Student Attitudes, Teaching Guides, Television Research

Identifiers—Ethnic Heritage Studies Program Act

Providing information and activities designed to dispel sex role socialization, myths, and stereotypes as bases for prejudiced views, this teaching guide focuses on the American woman's image and diverse roles in our society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. Major objectives for this unit are to help students become aware of their attitudes toward the image and roles of American women, and to recognize women as individuals. Planned as a supplement to social studies, home economics, and English courses, suggested time allotment is one to three weeks. The guide includes a student attitudinal survey meant to be used as both pretest and posttest, and eight behavioral objectives accompanied by instructional strategies and listing facilitating materials. These are designed to ferret out and discuss student and media attitudes about both males and females, encourage reading, discussion, and opinion formation based on objective analysis. Two worksheets are included to aid the student in analyzing women on television, and women in employment. A bibliography of resources and materials conclude the unit. (Author/CK)

ED 173 223

SO 011 782

*Allen, Talbot***Ethnic Heritage Studies: German-American Profiles and Contributions—Major Figures. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76**Note**—29p.; For related documents, see ED 150 043 and SO 011 775-786**Pub Type**—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, Cultural Awareness, *Cultural Background, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Foreign Countries, Foreign Culture, Immigrants, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act, *German Americans

This teaching guide focuses on several prominent German-Americans and their contributions to American life, and provides some insights into German culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives for this unit are to acquaint students with German-Americans such as Albert Einstein, Dwight Eisenhower, Lilli Lehmann, John Steinbeck, "Babe" Ruth, and Karen Horney, to help students recognize contributions to and effects on American life of these prominent people; and to provide background information on German culture. Suggested time allotment is one to two weeks. The guide includes a pretest, posttest, and five behavioral objectives accompanied by instructional strategies and facilitating materials, including group discussion, independent research, and role playing. A worksheet, designed to aid the student in doing independent research, lists the prominent persons. A bibliography of resources concludes the unit. (Author/CK)

ED 173 224

SO 011 783

*Langneke, Chic***Ethnic Heritage Studies: German-American Profiles and Contributions—Levi Strauss. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of In-

ternational Education.

Pub Date—76**Note**—24p.; For related documents, see ED 150 043 and SO 011 775-786**Pub Type**—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC91 Plus Postage.**

Descriptors—Behavioral Objectives, Citizenship, Clothing, *Cultural Background, Definitions, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Immigrants, *Jews, Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act, *German Americans

This teaching guide focuses on the German-American immigrant experiences and the contribution of Levi Strauss. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to acquaint the student with the German immigration experiences, immigration processes, and Strauss' contributions, namely, the imaginative and creative use of denim. Content focuses on definitions, discussion of reasons for immigration, immigration and citizenship procedures, comparison of 19th century economic opportunities available in America and Europe, and listing uses of denim in contemporary society. Planned as a supplement for social studies courses, suggested time allotment is two weeks. The guide includes a pretest, a posttest, five behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. A bibliography concludes the unit. (Author/CK)

ED 173 225

SO 011 784

*Freepartner, Susan***Ethnic Heritage Studies: Northern European Foods. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76**Note**—29p.; For related documents, see ED 150 043 and SO 011 775-786**Pub Type**—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food, Foreign Countries, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act, Europe

This teaching guide focuses on the Northern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Scandinavia, the Soviet Union, the Netherlands, the Balkans, Germany, Poland, Belgium, Switzerland, and France, noting cultural, historical, social, and religious influences on foods. Planned as a supplement for a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets asking questions about Scandinavian, Russian, and German cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

ED 173 226

SO 011 785

*Freepartner, Susan***Ethnic Heritage Studies: Southern European Foods. Experimental Unit.**

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76**Note**—30p.; For related documents, see SO 011 775-786**Pub Type**—Guides - Classroom - Teacher (052)**EDRS Price - MF01/PC92 Plus Postage.**

Descriptors—Behavioral Objectives, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, *Ethnic Studies, *Food,

Foreign Countries, *Multicultural Education, Social Studies, Teaching Guides
Identifiers—Ethnic Heritage Studies Program Act, Europe

This teaching guide focuses on the Southern European food heritage. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to gain familiarity with and appreciate foods from Spain, France, Portugal, Italy, and Greece, noting cultural, historical, social, and religious influences on foods. Planned as a supplement to a gourmet foods course, suggested time allotment is one week. The guide includes a pretest, five behavioral objectives accompanied by instructional strategies and facilitating materials, and four worksheets asking questions about Italian, French, Greek, Spanish, and Portuguese cooking. A posttest, key to the pretest, and bibliography of resources and materials conclude the unit. (Author/CK)

ED 173 227

SO 011 786

Langmuir, Chie

Ethnic Heritage Studies: The Immigrant Experience: The Long, Long Journey. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education. Spons. Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—76

Note—27p.; For related documents, see SO 011 775-785; Certain pages may not reproduce clearly in paper copy from EDRS due to bleeding through of words throughout original document

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, Behavioral Objectives, Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, *Immigrants, Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethnic Heritage Studies Program Act
This teaching guide focuses on the dreams and realities of one family's immigration and assimilation into the American society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The materials are designed to foster communication across intercultural/ethnic lines. The objective of this unit is to help students understand and appreciate the immigrant experience, stressing such concepts as assimilation, conformity, prejudice, discrimination, poverty, and peer group. Planned as a supplement for social studies or English, it is suggested that one week be spent on the unit. The guide includes a pretest and seven behavioral objectives accompanied by instructional strategies and listing facilitating materials. The film "The Immigrant Experience: The Long, Long Journey" is used for class discussion, analysis, essay writing, and role playing. A worksheet suggesting ideas for a role-playing skit illustrating assimilation problems, a posttest, and bibliography of resources conclude the unit. (Author/CK)

ED 173 385

TM 009 231

Daglaris, Lionel

L'Évaluation des Rendements Scolaires. Étude Analytique des Instruments de Testing Employés pour Évaluer les Progrès des Éléves aux cycles Intermédiaire et Supérieur. Cycle Intermédiaire et Supérieur. (The Evaluation of Scholastic Output. An Analytical Review of Test Instruments Used in Evaluating Pupils Achievement in the Intermediate and Senior Divisions. Intermediate and Senior Divisions).

Ontario Dept. of Education, Toronto.

Pub Date—78

Note—138p.; Appendices B and C were removed from this document prior to its submission to the ERIC Document Reproduction Service; Document is written in French with a 12-page summary in English; Not available in paper copy due to print quality

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$3.00)

Language—French; English

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Tests, Educational Assessment, Foreign Countries, *French, High School Curriculum, Norm Referenced Tests, Secondary Education, Standardized Tests, State Surveys, *Student Testing, Technical Reports, Testing Programs, *Test Reviews, *Test Selection, *Test Validity

Identifiers—Canada, Content Validity, *Ontario

A survey was conducted of achievement testing practices in the intermediate and senior divisions of French-language Ontario schools. Grades 7-8 and grades 9-10 were discussed separately. Department heads, administrators, and board of education members were interviewed concerning the availability and curricular validity of the French-language standardized achievement tests used in the subject areas of French, mathematics, English as a second language, and others (including the sciences, history, and geography). Twenty-seven commercially available standardized tests, none norm-referenced, were identified for testing mathematics or French as a native language; only two were published in Ontario. No French-language tests were available for other subjects. Although a large number of English as a second-language tests were examined, none were considered worthy of analysis. Analysis with respect to the secondary school curriculum in Ontario indicated that no test covered more than 20% of the curricular objectives. Very few norm-referenced tests were available; objective tests developed by a single teacher were used by 75% of the departments surveyed. The Test d'Acquisitions Scolaires is cited as a model for French-language test development. (GDC)

ED 173 381

TM 009 251

Bramwell, John R. Vigna, Ray

Evaluation Instruments Locally Developed in Ontario: An Annotated Catalogue of Material Developed by School Boards and Other Agencies.

Ontario Dept. of Education, Toronto.

Pub Date—79

Note—292p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$3.00)

Pub Type—Reference Materials - Directories - Catalogs (132) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Achievement Tests, *Attitude Tests, Behavior Rating Scales, Catalogs, Check Lists, Classroom Observation Techniques, Diagnostic Tests, Elementary Secondary Education, Foreign Countries, Personality Tests, Program Attitudes, *Questionnaires, Student Evaluation, Test Reviews, *Tests
Identifiers—Canada

This 270-item catalog of evaluation instruments contains annotated descriptions of instruments within seven major categories: achievement tests, achievement tests—diagnostic, attitude scales, behavior rating scales, personality tests, observational checklists, questionnaires, and surveys. Each entry provides the instrument title, source of the instrument, name of the resource person, date of test development, purpose of the test, and a brief description. Additional information is provided involving test administration, appropriate age levels, content area, and number of items. A source of availability and price information are also provided. A cross-referenced index is appended to permit access by subject. (Author/BH)

ED 173 416

TM 009 459

Opden, Jane

High School Competency Graduation Requirements: Do They Result in Better Graduates? Publication Number 78.76.

Pub Date—Apr 79

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Basic Skills, Educational Trends, *Graduation Requirements, High School Students, Low Achievement Factors, *Minimum Competency Testing, *Program Effectiveness, Reading Achievement, Remedial Mathematics, *Remedial Programs, Remedial Reading, Secondary School Mathematics, *Senior High Schools, Technical Reports,

Testing Programs

Identifiers—*Austin Independent School District TX, Test Score Decline, Texas (Austin)

Mathematics achievement test scores of high school students in the Austin Independent School District who graduated before implementation of minimum competency testing were compared to the scores of students who were more recently enrolled in mathematics tutorial classes in order to meet minimum competency requirements. The percentages of graduating seniors who met minimum competency standards in reading was greater when there were high school graduation requirements. It was tentatively concluded that implementation of minimum competency standards and establishment of remedial courses are likely to raise the scores of low achievers on district-wide achievement test results. (MH)

ED 173 429

TM 009 551

Prentice, Barbara S.

Questionnaires for Public School Decision-Makers.

Pub Date—Apr 79

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Best copy available

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Tests, Elementary Secondary Education, Information Dissemination, *Information Services, *Institutional Research, Program Descriptions, *Questionnaires, *School Attitudes, *School Districts, Test Construction
Identifiers—Arizona (Tucson), *Tucson Unified School District AZ

The Research and Evaluation Department of the Tucson, Arizona Unified School District offers an array of customized services using machine-readable questionnaires, from instrument design to data tabulation. The bulk of this document contains examples of questionnaires for parents, students and staff. The examples measure attitudes toward: bilingual programs, parent involvement, high school in general, counseling services, sports programs, and quarter credit systems. Fifty surveys and questionnaires available from the Department are listed. The author suggests that by collecting and interpreting information for decision-makers, research and evaluation departments can expand their viability. (CP)

ED 173 442

TM 009 620

Reinstein, Barry J. Williams, Clifford W.

School Evaluation Studies in Portland, Oregon: A Naturalistic Inquiry Approach to School Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Ancillary Services, Curriculum Evaluation, Educational Facilities, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Field Studies, *Institutional Characteristics, *Institutional Evaluation, Instructional Programs, *Observation, *Public School Systems, School Administration, School Community Relationship, School Environment

Identifiers—Oregon (Portland), *Portland School District OR

A naturalistic inquiry approach was used for the collection and interpretation of information on the 138 schools in the Portland, Oregon school system. This approach was an in-person, field based, investigative method, and was nonobtrusive. Factors studied included: description of the school and its setting; the school building and facilities; school and community; school goals; administration; curriculum and instruction; support services; and student performance. There were 25 criteria for evaluating a school. These criteria covered instructional activities and grade placement; interpersonal relationships; academic achievement measures; standards for student behavior and administrative support; community, parent, and teacher participation; and adequate educational materials and physical facilities. Characteristics of the evaluators

included professional experience in education; experience with teaching materials and resources; knowledge of evaluation technique; ability to function unobtrusively and to establish good rapport with staff and students; and ability to analyze data and report findings objectively. The program process involved school selection; on-site evaluation; report preparation; and report dissemination and application. (MH)

ED 173 613 CE 022 186

Crusey, Carolyn
Career Exploration for Gifted and Talented High School Students. Final Project Performance Report, October 1, 1977 through February 28, 1979. Jefferson County Public Schools, Lakewood, Colo. Spons. Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Mar 79
Grant—G007702785

Note—47p. For related documents see CE 022 187, ED 132 284, and ED 138 786

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, *Community Involvement, *Experiential Learning, *Gifted, *Internship Programs, Pilot Projects, Program Descriptions, Program Development, Secondary Education

Identifiers—Colorado (Jefferson County), Education Amendments 1974, *Experience Based Career Education

An experience-based career education project for gifted and talented high school students was implemented in three pilot schools in Jefferson County, Colorado. The model was adapted from an existing model, which was designed for the regular school population and based on a prototype model developed by Northwest Regional Education Laboratory. Implementation of the program was relatively smooth during the first pilot term. Emphasis was placed on establishing exploration and internship experiences in the community for students. All three high schools involved followed the model closely in terms of recommended staffing, three-hour block scheduling for students, use of transportation, awarding credit, and community site development. Elective credit was granted for career education; academic credit was awarded for individual projects which students negotiated with project teachers as well as cooperating content area teachers. Community instructors also assisted in designing projects which took place at their sites and were involved in the evaluation of these projects before credit was granted. Over 800 community sites were recruited for participation. The decision was made to extend the second term to a full eighteen weeks to allow time for program activities not accomplished in the nine-week term. Presently, administrative procedures are being followed to seek district approval for implementation beyond federal funding due to the positive responses of all those involved. (BM)

ED 173 614 CE 022 187

Crusey, Carolyn
Career Exploration for Gifted and Talented High School Students. Section II. Correspondence and Evaluation, Appendix A-G.

Jefferson County Public Schools, Lakewood, Colo. Spons. Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 79
Grant—G007702785

Note—130p. Appendix F may not reproduce well due to small print; For related documents see CE 022 186, ED 132 284, and ED 138 786

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Education, Community Involvement, Evaluation Methods, *Experiential Learning, *Gifted, Internship Programs, *Participant Satisfaction, Pilot Projects, *Program Effectiveness, Program Improvement, Secondary Education

Identifiers—Colorado (Jefferson County)

Emphasizing career exploration and internship in the community for gifted and talented high school students, a career education project was implemented in three pilot schools in Jefferson County, Colorado. The model was adapted from an existing model which was designed for the regular school population and based on a prototype model developed by Northwest Regional Education Laboratory. A third-party evaluation was conducted through data collected by site visits, administration

of five different tests and questionnaires, and testimonies of participants in the project. Overall, the project was evaluated as being successful in producing both affective and cognitive gains in the students who participated in the project. Some of the weaknesses identified include the following: (1) student's transportation to and from the job sites was difficult in many cases; (2) curriculum was needed to supplement the on-site experiences and other student activities; (3) a more intensive and extensive inservice program for the staff was needed to focus on successful ways of working with gifted and talented students; and (4) most of the instruments proved to be inappropriate for the high ability level of the students involved. Both students and parents strongly agreed that the project provided a good opportunity to learn about careers and real life situations and was a good alternative to the regular school program. (BM)

ED 173 736 CG 013 643

Herron, William P. Kemp, Edith S.
Urban School Dropouts: Data Collection and Analysis in Philadelphia.

Pub Date—79

Note—22p. Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 1 of marginal reproducibility

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, *Dropout Research, *Dropouts, Minority Groups, *Program Planning, Racial Factors, *School Holding Power, Secondary Education, Sex Differences, Statistical Data, Unemployment, *Urban Dropouts, Urban Schools

Identifiers—Pennsylvania (Philadelphia)

In the late 1960's, educators and researchers became concerned with the dropout problem in large urban school districts. In Philadelphia, the Division of Pupil Personnel and Counseling (PPC) is responsible for collection of this data and reports this information to the state. The process has been computerized to cope with the large volume of data. The PPC file has become the basis for annual dropout reports. Four general categories of dropouts have been defined. A survey questionnaire was also developed which indicated differential patterns of dropping out by race, sex and grade, and also shows that many dropouts continue their education on a part-time basis or through the OED program. There has been an overall decline in the dropout rate over the last five years, although the majority of dropouts leave school because they are over-aged. The survey reveals differences in official records and personal reasons for leaving, however. Each time the study is conducted, 50% report unemployment, suggesting that new approaches are required to solve problems of unskilled teenage employment. The appendix includes dropout statistical tables and status surveys. (Author/BEF)

ED 173 743 CG 013 650

Bornen, Nancy
Evaluation Design 1978-79: Education for Parenthood Project.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons. Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—30 Sep 78
Note—25p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, Day Care Programs, *High School Students, *Parenthood Education, Parent Role, *Program Design, Program Evaluation, Research Design, *School Community Programs, School Districts, *Secondary Education, Work Experience Programs

Identifiers—Texas (Austin)

This booklet provides a summary of purposes and goals of the Education for Parenthood Project, along with a summary of the evaluation services to be implemented in order to effectively make decisions about funding and possible project modifications. Decision questions are outlined, and information needs are elaborated. A method for disseminating the evaluation findings is outlined, and information sources are evaluated and analyzed. There is also a list of data to be collected in the schools during each quarter of the school year, and

a chart of evaluation time resources allocation. The evaluation focuses on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. (PJC)

ED 173 764 CS 004 907

Reading Disability Prevention for 5 Year Olds.
Portland Public Schools, Oreg.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77
Note—210p.

Available from—ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 (\$4.50)

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, Curriculum Guides, *Inservice Teacher Education, *Kindergarten, Language Development, Parent Participation, Perceptual Motor Coordination, Prevention, Primary Education, Program Guides, *Reading Failure, *Reading Programs, *Reading Readiness, *Screening Tests, Visual Perception

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

ED 173 904 EA 011 897

Collier, Larry
Declining Enrollments—Rising Problems. Report No. 79-10.

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Pub Date—Jul 79
Note—9p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Declining Enrollment, Elementary Secondary Education, Expenditure Per Student, Full State Funding, *School Closing, Student Costs, Student Teacher Ratio

Identifiers—Seattle Public Schools WA

The Seattle School District has experienced a steady enrollment decline over the last decade or more. Yet even when total revenues and revenue dollars per child are expressed in 1967 dollars, it is clear that the number of dollars spent per child on education is increasing. This is partially because it is not possible to reduce staff members as fast as enrollments decline and partially because special programs have increased. Also, over the same period, the amount of floor space has not been reduced to keep pace with the decreasing number of students. In 1975 the state of Washington was ordered by the courts to fulfill its constitutional duty of funding the full costs of basic education. The resulting basic education law prescribes length of school day and permissible student/teacher ratios. Numbers of staff must be reduced, which means that school closures, although unpopular, will be inevitable. (Author/JM)

ED 173 914 EA 011 915

Hickey, Mike E.

Closed Schools—Open Doors. Revised.

Pub Date—Apr 79

Note—9p. Paper presented at the Annual Meeting of the National School Boards Association (Miami Beach, Florida, April 21-24, 1979); Not available in paper copy due to light print of original document

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Conversion, Community Education, *Neighborhood Centers, *School Closing, School Community Relationship

Identifiers—*Saint Louis Park School District MN

In this age of declining enrollments, alternatives exist to boarding up schools that are no longer being fully utilized. This paper discusses such alternatives by describing the situation in a Minnesota school district. Of the four elementary school buildings closed in St. Louis Park in the past five years, one was sold to a developer, two are currently operating as community centers, and a fourth is being developed into a senior citizen center. The paper details the activities in each of the centers and then lists several funding approaches used by the district to make the centers self-supporting. The paper concludes that school officials should seek creative approaches to the utilization or disposal of closed school buildings. Otherwise, the buildings serve as painful reminders of educational and community decline. (Author/LD)

ED 173 920

EA 011 933

Stanley, William L., Jr.

Reduction in Force: Is Your Board Prepared?

Pub Date—22 Apr 79

Note—22p; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979)

; Best copy available

Pub Type—Speeches/Meeting Papers (150) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Board of Education Role, *Guidelines, *Reduction in Force, *School Districts

Identifiers—*Atlanta Public Schools GA

A reduction in force (RIF), coupled with today's inflation and cost of living increases, impacts on school systems. This paper discusses the effects on an urban school system—the Atlanta Public Schools—and offers suggestions to school administrators on moves to make and pitfalls to avoid when faced with RIF. Some topics covered include legal ramifications, due process, teacher tenure, and the role of school boards and administrators. The paper suggests that school boards (1) initiate an RIF policy before it's needed, (2) cut expenses to the bone, (3) clarify the board's position to staff and community, (4) use the news media to publicize policy and administrative regulations, and (5) indicate that alternatives are continuing to be sought. Also listed are 6 pitfalls to avoid and 17 ways to reduce the financial trauma of staff cuts. (Author/LD)

ED 173 943

EA 011 959

MCPS Comprehensive Planning Process.

Montgomery County Public Schools, Rockville, Md.

Pub Date—79

Note—271p; Occasional pages may be marginally legible due to light print

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Developmental Programs, *Educational Assessment, Educational Development, *Educational Planning, Elementary Secondary Education, *Needs Assessment, Pilot Projects, Program Development, Program Evaluation

Identifiers—*Comprehensive Planning Process, Montgomery County Public Schools MD

Several working papers and a guidebook to the Comprehensive Planning Process of Maryland's Montgomery County Public Schools have been collected to form this document. The process itself was developed in 1979 and will be pilot-tested during the 1981 fiscal year. These materials, therefore, constitute an interim report on a process yet to be cast in final form. The program itself is divided into six stages and subdivided into twenty-one steps, covering the following areas: needs assessment; needs prioritization; development of measurable objectives; generation of alternative plans for meeting objectives; selection of preferred plans; integration and reconciliation of plans selected by different organizational units in the system; implementation, evaluation, and recycling of plans; and correlation of the implementation activities with budget development. The process is intended for use at every level of the system and by every organizational unit within the system. Included in the document are a conceptual overview, planning materials for developing school information summaries at the elementary, junior high, and high school levels, a discussion of and planning materials for needs assessment, a guide for program supervisors, and a guidebook for the planning and implementation team, as well as

supplementary information and sample forms. (PGD)

ED 173 999

FL 010 169

Asian Pacific Perspectives.

Los Angeles Unified School District, Calif.

Pub Date—74

Note—378p.

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Asian Americans, Bibliographies, Bilingual Education, *Cultural Background, *Cultural Education, Elementary Education, *English (Second Language), *Ethnic Groups, Immigrants, *Instructional Materials, Language Instruction, Minority Groups, *Multicultural Education, Phonology, Resource Guides, Syntax

Identifiers—*Knowledge of English Yields Success Project

This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) "Asian American Bibliography: Adult Reading," (2) "Asian American Multi-Media Materials, K-3," and (3) "Bibliography of Asian American Children's Books, K-3." (NCR)

ED 174 038

FL 010 505

Alston, Herb L. And Others

Utility of *SA Criteria for Estimating The Number of LESA Students.

Houston Independent School District, Tex.

Pub Date—Apr 79

Note—11p; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1979)

Pub Type—Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Students, *Communicative Competence (Languages), Elementary Education, *English (Second Language), Language Fluency, Language Programs, *Language Skills, Listening Comprehension, Questionnaires, Reading Comprehension, *Second Language Learning, *Spanish Speaking, *Student Evaluation

Studies conducted concerning number of limited-English-speaking-ability (LESA) students and utility of criteria for estimating this population are discussed. A sample of 287 students in kindergarten through grade three, whose parents had responded to a Language Resource Questionnaire, were selected for study. The teacher of each student was administered the Language Resource Questionnaire for Teachers, which concerned the student's ability to use and understand English in the classroom. Each student was administered the Shutt Primary Language Indication Test to assess their proficiency in English and Spanish. The intercorrelations of key items on both questionnaires and subtests of the Shutt test were calculated. Key items on the parent questionnaire included whether the student was born outside the United States and whether the household language was other than English. Key items on the teacher questionnaire included the student's understanding of instruction in English and the student's ability to speak English. Key subtests on the Shutt test were listening comprehension in English, reading comprehension in English (third grade only), and English verbal fluency. (SW)

ED 174 391

SE 025 270

Goldberg, Isadore

Randall Aerospace and Marine Science Project (RAMS): An Evaluation Study. Final Report. Creative Research Associates, Inc., Silver Spring, Md.

Spons Agency—District of Columbia Public Schools, Washington, D.C.

Pub Date—Aug 78

Contract—0459-AAANS-08-GA

Note—42p; Contains occasional light and broken type

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, Career Development, Community Resources, *Educational Alternatives, *Interdisciplinary Approach, *Marine Biology, Motivation Techniques, Performance Based Education, Science Education, Secondary Education, Secondary School Science

This report of the Aerospace and Marine Science Program for students in the Washington, D.C. Public Schools is intended to provide direction to unmotivated students through an interdisciplinary curriculum based on marine and aerospace science themes. The program emphasizes career development and a competency based curriculum. An evaluation design chart is presented. It encompasses aspects ranging from school facilities, staff, and community resources to the student selection process, testing, and attendance. The major objectives of the project are given in this chart. Results of the evaluation of achievement are given from standardized tests, students' perceptions of academic progress and teachers' perceptions of academic progress. (Author/SA)

ED 174 586

SP 014 477

Elementary Physical Education. Perceptual-

Motor Resources Guide, Grades K-4.

Montgomery County Public Schools, Rockville, Md.

Pub Date—79

Note—78p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adapted Physical Education, *Diagnostic Tests, *Elementary Education, Individualized Instruction, Motor Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Physical Education, Psychomotor Skills, Remedial Instruction

This guide contains a motor development diagnostic survey for the use of elementary physical education teachers and classroom teachers. These tests enable teachers to identify specific perceptual motor problems of students. A description is given of activities to be used in establishing individualized instructional programs for remedial purposes. Specific perceptual motor activities included in this guide deal with these areas: body/object spatial relationships; gross motor coordination; directionality; eye-hand coordination; visual-motor coordination; laterality; midline; fine motor coordination; and balance. (JD)

ED 174 730

UD 019 669

Moris, Kathleen And Others

A Centennial Resource Collection, Boys and Girls High School, Vol. 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date—Mar 79

Note—160p; For related documents, see UD 019 670-671; Best copy available; Not available in paper copy due to institution's restriction

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational History, High School Organization, *High Schools, Institutional Characteristics, Instructional Materials, *Learning Activities, *Lesson Plans, Local History, School Community Relationship, *School Demography, Secondary Education, Student School Relationship, Teaching Guides

Identifiers—New York (Brooklyn)

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. The plans presented correspond to the school's more recent history (1892-1979) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for

each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. Special event activities are also described. A preliminary inventory of Boys and Girls High School Archives and a bibliography are included. (Author/EB)

ED 174 731 UD 019 670

Morin, Kathleen And Others
A Centennial Resource Collection, Boys and Girls High School, Vol. 1.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date—Mar 79

Note—284p.; For related documents, see UD 019 669-671; Best copy available; Not available in paper copy due to institution's restriction

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational History, High School Organization, *High Schools, Institutional Characteristics, Instructional Materials, *Learning Activities, *Lesson Plans, Local History, School Community Relationship, *School Demography, Secondary Education, Student School Relationship, Teaching Guides

Identifiers—New York (Brooklyn)

This curriculum guide outlines resource materials, lesson plans, and learning activities that may be used by subject area teachers with their students in marking the 100th anniversary of Boys and Girls High School. An overview of the school's history is provided and contains a sampling of events, personalities, and structures which gave shape to its heritage. The plans presented correspond to the school's early history (1876-1892) and are designed to meet the requirements and standards of historical scholarship and the practical needs of curriculum implementation. The materials listed for each lesson plan are followed by suggested activities that are interdisciplinary and provide for a wide range of ability levels. They are written as brief descriptions and are listed alphabetically by subject area so that teachers may more readily select activities suited to their students and create their own lesson plans. A cross-reference grid that can be used for the location, coordination, sequencing and cross referencing of activities and a bibliography are included. (Author/EB)

ED 174 732 UD 019 673

Scott, Elio Skorn
Middle and Junior High School Title I Comprehensive Reading and Math Evaluation, 1976-1977.

Pub Date—[79]

Note—20p.; For related documents, see UD 019 674-676; Not available in paper copy due to reproduction quality of the original document

Pub Type—Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, *Compensatory Education Programs, Cooperating Teachers, Effective Teaching, Inservice Programs, Instructional Materials, Junior High Schools, Middle Schools, Parent Participation, Program Administration, *Program Attitudes, *Program Effectiveness, *Program Evaluation, *Remedial Mathematics, *Remedial Reading Programs, Surveys

Identifiers—*Elementary Secondary Education Act Title I, New York (Buffalo)

This paper lists the questions presented to and discusses the responses of math teachers, reading teachers, helping teachers, home-school teachers and principals regarding the effectiveness of Title I math and reading programs. Taken into consideration are respondents' attitudes toward student selection, inservice programs, materials and supplies, parent participation, teacher and Title I staff cooperation, and program administration. Recommendations made by the various teachers for improving their effectiveness and/or the overall effectiveness of the program in each of these areas are outlined. In addition, general observations are made concerning the role of each of these teachers in the Title I programs. (EB)

ED 174 733 UD 019 675

Scott, Elio Skorn
Programmatic Needs and Satisfaction of Hispanic Parents to the Buffalo, New York Title I Bilingual Program, 1977-1978.

Pub Date—[79]

Note—11p.; For related documents, see UD 019 673-676; Page 8 may be marginally legible due to print quality in the original document

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Elementary Secondary Education, *Language Programs, *Parent Attitudes, *Parent Participation, Parent School Relationship, *Spanish Speaking, Surveys
Identifiers—New York (Buffalo)

This paper lists the questions distributed to parents of children in this bilingual program in order to determine their perception of needs, and summarizes the responses of the few who returned the questionnaire. It is concluded that the weakest area of the program is parent involvement. Several suggestions are made for increasing the participation of parents in the educational process of their children. (EB)

EJ 193 988 EA 510 653

Beck, William W. Linden, Glenn M.
Anglo and Minority Perceptions of Success in Dallas School Desegregation.

Pub Date—Jan 79

Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v60 n5 p378-82 Jan 1979

Descriptors—Community Attitudes, Court Litigation, Elementary Secondary Education, *Integration Plans, *Majority Attitudes, *Minority Groups, *Parent Attitudes, Public Opinion, *School Integration
Identifiers—*Dallas Independent School District TX

Provides a history of desegregation in the Dallas schools, and then presents two views of the district's integration efforts—one from the Anglo perspective and one from the Black/Mexican-American perspective. (IRT)

EJ 197 845 EA 510 939

Parker, Barbara
When a Board Is This Divided, Almost Anything Can Go Wrong—and Does.

Pub Date—Feb 79

Available from—Reprint: UMI
Journal Cit—American School Board Journal; v166 n2 p21-25 Feb 1979

Pub Type—Journal Articles (080)

Descriptors—*Administrator Selection, *Boards of Education, Conflict, Elementary Secondary Education, School Superintendents

Identifiers—*Memphis Public Schools TN
Presents the difficulties the divided Memphis, Tennessee, board of education had in choosing a superintendent. (IRT)

EJ 197 848 EA 510 942

Watson, Maria L.
Businesses Help Schools.

Pub Date—Feb 79

Available from—Reprint: UMI
Journal Cit—American School Board Journal; v166 n2 p31-32 Feb 1979

Pub Type—Journal Articles (080)

Descriptors—Cooperative Programs, Elementary Secondary Education, *School Community Relationship, *School Industry Relationship
Identifiers—New Orleans Public Schools LA

In this program, schools and businesses are paired and coordinators from the school system and business pinpoint areas in which business can aid the individual school. (Author/IRT)

EJ 199 138 AA 529 528

Cohen, Milton
Adult Students in Public School Classes.

Pub Date—Feb 79

Available from—Reprint: UMI
Journal Cit—Clearing House; v52 n6 p272-75 Feb 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—*Adult Basic Education, *Adult Students, *Community Schools, Coordinators, Elementary Secondary Education, Program Attitudes, *Public School Adult Education, *School Orientation, Student Adjustment, Tutoring
Identifiers—Pennsylvania (Philadelphia), *School

for All Ages in Logan

The School for All Ages (SFAA) integrates local adults, with academic levels from nonreaders through high school, into a regular K-12 program. The coordinator's role in attracting, orienting, and supporting adult students is outlined, as are the advantages and disadvantages of joint classes for adults and children. (SJL)

EJ 199 187 CE 508 284

Green, Gary
The World of Work in Room 101.

Pub Date—Dec 78

Available from—Reprint: UMI

Journal Cit—VocEd; v53 n9 p53-56 Dec 1978

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—Career Choice, *Career Development, *Career Planning, *Guidance Centers, Individualized Programs, *Observational Learning, *Occupational Guidance, School Industry Relationship, Secondary Education, *Vocational Counseling, Vocational Interests
Identifiers—Kansas (Shawnee Mission)

Describes career guidance center programs in Shawnee Mission, Kansas, high schools, with career experts and multimedia materials as sources of information about occupations, business tours, training in preparing for job interviews, and observational experiences in the business world. A preliminary minicourse provides a personalized career study program for individual students. (MF)

EJ 201 259 EA 511 224

Beunett, Christine
Interracial Acceptance in Desegregated Schools.

Pub Date—May 79

Available from—Reprint: UMI

Journal Cit—Phi Delta Kappan; v60 n9 p683-84 May 1979

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—*Classroom Environment, Minority Groups, Race Relations, *School Integration, Secondary Education, Student Teacher Relationship, Students, *Teacher Influence
Identifiers—Indianapolis Public Schools IN

Reports on a study showing that teachers can influence the climate in the classroom and that this climate can have an impact on whether schools are truly integrated or merely desegregated. (Author/IRT)

EJ 201 297 EA 511 280

Thompson, Margery
Milwaukee's Specialty School Plan Promotes Learning and Integration.

Pub Date—May 79

Available from—Reprint: UMI

Journal Cit—American School Board Journal; v166 n5 p30-33 May 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—*Alternative Schools, Art Education, Basic Skills, Elementary Education, FLES Programs, Gifted, School Integration
Identifiers—*Magnet Schools, *Milwaukee Public Schools WI

Describes programs in four of Milwaukee's specialty schools—a school for the gifted and talented, one for the creative arts, one for foreign languages, and one emphasizing the basics. (IRT)

EJ 201 299 EA 511 282

Levin, Dan
You Might Be Able to Test Teacher Applicants, but No Board Has Ever Been Able to Test Working Teachers.

Pub Date—May 79

Available from—Reprint: UMI

Journal Cit—American School Board Journal; v166 n5 p35-37 May 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—Elementary Secondary Education, Objective Tests, *Standardized Tests, *Teacher Evaluation, *Teacher Selection, Teaching Quality
Identifiers—Mobile Public Schools AL

Recounts one school system's attempt to impose competency tests on its teachers and discusses the experience of other districts with standardized tests for teachers and teacher applicants. (IRT)

EJ 202 859

CG 516 355

Gueringer, George E.

School Social Work Services in the New Orleans Public Schools.

Pub Date—Jun79

Available from—Reprint: UMI

Journal Cit—Journal of the International Association of Pupil Personnel Workers; v23 n3 p168-70 Jun 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—Caseworkers, Elementary Secondary Education, *Public School Systems, *Pupil Personnel Services, *School Social Workers, *Social Work, Student Personnel Workers

Identifiers—*Louisiana (New Orleans)

This article concerns itself with an overview of school social services in the New Orleans Public School System. It deals with historical review; meaning and definition of school social services; who is best qualified to administer the service; a case example demonstrating social work intervention and other professional social services. (Author)

EJ 203 252

FL 512 291

Wilford, Mary L.

The Answer: High School Foreign Languages Tutoring Program.

Pub Date—May79

Available from—Reprint: UMI

Journal Cit—Foreign Language Annals; v12 n3 p213-14 May 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—*Cross Age Teaching, Educational Innovation, Elementary Education, High School Students, *Language Instruction, *Second Language Learning, *Tutoring

Identifiers—Memphis City School System

A program is described in which second-year high school students taught elementary students French, Spanish, or German. The program, begun in 1975 in Memphis City Schools, involved 80 high school students and approximately 1,500 elementary students in the 1977-78 school year. (SW)

EJ 205 832

AA 529 901

Masemann, V.

Ethnography of the Bilingual Classroom.

Pub Date—78

Journal Cit—International Review of Education; v24 n3 p295-307 1978

Pub Type—Journal Articles (080) — Reports - Research (143)

Descriptors—*Bilingual Education, *Class Organization, Classroom Environment, *Classroom Research, Ethnic Distribution, Ethnography, Language Attitudes, Language of Instruction, *Language Usage, Primary Education, *Spanish Speaking, *Teaching Styles, Time Factors (Learning)

Identifiers—Wisconsin (Milwaukee)

Four primary classrooms, three bilingual and one monolingual, were studied. Final observations showed that "language climate" and the extent to which the two languages developed were influenced by the teacher's style, the organization of the school day, and by the ethnic balance of the class and the neighborhood. (SJL)

EJ 206 305

EA 511 557

Freiwald, J. Leo

Tenure: Another Sacred Cow about to Bite the Dust?

Pub Date—Sep79

Available from—Reprint: UMI

Journal Cit—Phi Delta Kappan; v61 n1 p50 Sep 1979

Pub Type—Journal Articles (080)

Descriptors—Contracts, Elementary Secondary Education, Teachers, *Tenure

Identifiers—*Florida (Dade County)

Teachers in Dade County, Florida, voted to eliminate tenure in favor of a negotiated labor contract emphasizing a diagnostic-prescriptive approach to improving teacher performance and due process safeguards. (Author/IRT)

EJ 207 338

TM 504 378

Felix, Joseph L.

Research and Evaluation to Improve Instruction: The Cincinnati Strategy.

Pub Date—79

Journal Cit—Educational Evaluation and Policy Analysis; v1 n2 p37-62 Mar-Apr 1979

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

Descriptors—*Credibility, *Evaluation Methods, Evaluation Needs, *Evaluators, Formative Evaluation, *Institutional Research, Interprofessional Relationship, Models, *Needs Assessment, Problem Solving, *Program Evaluation, School District Autonomy, Summative Evaluation, Teacher Administrator Relationship, Urban Schools

Identifiers—*Cincinnati Public Schools OH, Elementary Secondary Education Act Title I, Ohio (Cincinnati)

Evaluation procedures and programs in the Cincinnati, Ohio school system, the role of local school evaluators, and the models for school evaluation—based on high, moderate, or low trust—are described. Evaluators serve local schools in formative and summative evaluation projects, in assessing needs, and in meeting them. (MH)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — Perception
 Title — Iconic Signs and Symbols in Audiovisual Communication,
 an Analytical Survey of Selected Writings and Research
 Findings, Final Report.
 Accession Number
 ED 013 371

Academic Achievement

Annual Test Report. 1977-78.

ED 171 791

A Comparative Analysis of the 45-15 Plan and the Traditional Calendar in the Prince William County Public Schools of Virginia. Executive Summary.

ED 168 130

Ethnicity and Reading Problems in Hawaii.

ED 167 671

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 20, 1977 to September 30, 1978).

ED 167 747

Final Evaluation Report. 1976-1977. High School Curriculum Evaluation. Publication Number 76-58.

ED 169 078

Final Evaluation Report. 1976-77. ESEA Title I Program. Publication Number: 76.63.

ED 169 080

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70.

ED 167 582

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

ED 167 583

K-12 Urban Career Education Infusion Project. Final Evaluation

ED 170 469

K-12 Urban Career Education Infusion Project Needs Assessment.

ED 170 470

Needs Assessment for the Preparation of the 1979-80 Application for Title I Migrant Funds.

ED 168 753

Report on the Second Year of the Kunitz Alternative Rehabilitation Program of Tompkins Secondary School. Research Report 78-06.

ED 173 022

Who Are the Disadvantaged and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming. Publication No. 77.40.

ED 171 438

Academic Education

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

ED 166 422

Acculturation

Ethnic Heritage Studies: The Immigrant Experience: The Long, Long, Journey. Experimental Unit.

ED 173 227

Achievement

Evaluation of Teaching and Learning Models for Mathematics and Reading. Final Report.

ED 171 523

Achievement Gains

A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.

ED 170 370

An Evaluation of Houston's Magnet School Program.

ED 167 631

Achievement Tests

Evaluation Instruments Locally Developed in Ontario: An Annotated Catalogue of Material Developed by School Boards and Other Agencies.

ED 173 389

Inferencing in a Standardized Reading Comprehension Test.

ED 166 967

L'Evaluation du Rendement Scolaire. Etude Analytique des Instruments de Testing Employes pour Evaluer les Progres des Elèves aux cycles Intermediaire et Supérieur. Cycle Intermediaire et Supérieur. (The Evaluation of Scholastic Output. An Analytical Review of Test Instruments Used in Evaluating Pupil Achievement in the Intermediate and Senior Divisions. Intermediate and Senior Divisions).

ED 173 385

A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects.

ED 170 332

Administrative Policy

Status of the Energy Management Program in the Orange County Public Schools.

ED 168 812

Administrator Attitudes

The Budget Development Process: A Case Study of the Philadelphia School District. 1977.

ED 168 150

A Comparative Analysis of the 45-15 Plan and the Traditional Calendar in the Prince William County Public Schools of Virginia. Executive Summary.

ED 168 130

Report of Early Childhood Programs: Staff Development. Report No. 7914.

ED 172 924

School Integration Surveys: Preliminary Report.

ED 167 666

Administrator Responsibility

Programs for the Gifted - Site Management. Revised 1977.

ED 172 478

Administrator Role

Analysis of Hawaii Secondary School Discipline Variables.

ED 170 868

Reduction in Force: Is Your Board Prepared?

ED 173 920

Administrator Selection

When a Board is This Divided, Almost Anything Can Go Wrong-and Does.

EJ 197 845

Adoption (Ideas)

A Study of Alternatives in American Education, Vol. I: District Policies and the Implementation of Change.

ED 166 825

Adult Basic Education

Adult Students in Public School Classes.

EJ 199 138

Adult Students

Adult Students in Public School Classes.

EJ 199 138

Advisory Committees

Community Participation in Budget Development: A Case Study of the 1977 Budget Task Force of the Philadelphia School District.

ED 166 821//

Aerospace Education

Randall Aerospace and Marine Science Project (RAMS): An Evaluation Study. Final Report.

ED 174 391

Affective Behavior

The Laundry Works or How to Clean Up Your Act. (An Affective Education Materials Manual Designed for Use in Juvenile Court Schools).

ED 168 246

Project Termination Report: A Model Program in Affective Education; ESEA Title IV-C.

ED 171 852

African Literature

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

ED 173 218

Alternative Schools

City-As-School, School Year 1977-1978. Validation Report.

ED 167 665

An Evaluation of Houston's Magnet School Program.

ED 167 631

Milwaukee's Specialty School Plan Promotes Learning and Integration.

EJ 201 297

Report on the Second Year of the Kwantu's Alternative Rehabilitation Program of Templeton Secondary School. Research Report 78-06.

ED 173 022

A Study of Alternatives in American Education, Vol. I: District Policies and the Implementation of Change.

ED 166 825

Anatomy

Human Awareness Program: A Sex Manual for Use in Juvenile Court Schools.

ED 168 263

Art

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

ED 173 217

Art Activities

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

ED 173 217

Learning to Read through the Arts: Instructional Handbook.

ED 170 738

Articulation (Program)

Guidance in the High School.

ED 172 098

Assembly (Manufacturing)

Assembling in Sequence: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th.

ED 172 012

Astor Program for Gifted Children

The Astor Program for Gifted Children: Pre-Kinderergarten Through Grade Three.

ED 166 889

At Risk (for Handicap)

The Prevention of Learning Disabilities Before School: Results of a Pilot Program.

ED 170 989

Atlanta Public Schools GA

Reduction in Force: Is Your Board Prepared?

ED 173 920

Attendance

Follow Through Pupil Absence Rates, Pupil Continuance Rates, and Teacher Continuance Rates in Philadelphia: 1975-76 to 1977-78. Report No. 7942.

ED 172 934

Attitude Tests

Evaluation Instruments Locally Developed in Ontario: An Annotated Catalogue of Material Developed by School Boards and Other Agencies.

ED 173 389

Questionnaires for Public School Decision-Makers.

ED 173 429

Attitudes

Perceptions of Parenthood and Infant Development: A Comparison of the Views of High School Students, College Students, and Expectant Parents.

ED 170 051

Pretest/Posttest Attitudinal Survey.

ED 173 219

Austin Independent School District TX

AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106.26.

ED 168 773

Evaluation Design 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.

ED 168 772

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70.

ED 167 582

High School Competency Graduation Requirements: Do They Result in Better Graduates? Publication Number 78.76.

ED 173 416

Austin Independent School District, TX

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

ED 167 583

Basic Skills

Final Evaluation Report 1976-77. Systemwide Evaluation. Publication Number: 76.70.

ED 167 582

Final Technical Report 1976-1977. Systemwide Evaluation. Publication Number: 76.69.

ED 167 583

Highline Public Schools Computer-Assisted Instruction Project: A Program to Meet Disadvantaged Students' Individual Needs for Basic Skill Development: Final Report.

ED 167 114

High School Competency Graduation Requirements: Do They Result in Better Graduates? Publication Number 78.76.

ED 173 416

Useful Phrases in English: Japanese. Language SOS.

ED 168 318

Useful Phrases in English: Korean. Language SOS.

ED 168 319

Useful Phrases in English: Samoan. Language SOS.

ED 168 321

Behavior Problems

An Investigation into the Effects of Alcohol Use in Ontario Schools.

ED 166 833

Project Ranger Adopter's Guide, 1979.

ED 170 896

Behavioral Objectives

Leisure Activities for Retarded Children. A Task Analysis Approach. Integrating Trainable Mentally Retarded Children Through Community Education. ESEA Title IV, Part C.

ED 172 465

A Reading Program Guide for the Montgomery County Public Schools, K-12.

ED 170 714

Bilingual Education

AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106.26.

ED 168 773

Children's Day With Ichiro (Ichiro To Kodomonochi).

ED 168 315

Chinese New Year (Jung-Gwok San Nih).

ED 168 312

Dragon Boat Festival (Dyun Ngh Jit).

ED 168 365

ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report.

ED 172 987

Ethnography of the Bilingual Classroom.

EJ 205 832

Getting Ready for Flag Day (Seunim! Mo Le Aso O Le Fa's).

ED 168 314

Girls' Day With Amy (Emichan No Nihc Matsuri).

ED 168 311

Interim Evaluation Report, 1977-78. ESEA Title VII Bilingual Project. Project Number SO1635A.

ED 172 577

Isamu.

ED 168 310

Korean Children's Day. Hanguk Orini Nal.

ED 166 992

Korean Thanksgiving. Chusongnal.

ED 166 993

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ED 168 329

A Special Christmas (Ang Pinalatanging Pasko; Naisangsangayan A Paskua).

ED 168 328

Tolo Goes Fishing (O Lo'o Alu Tolo E Pagota).

ED 168 313

Black Literature

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

ED 173 218

Board Candidates

Race and Ethnicity as Factors in Winning School Board Elections: Predicting Ethnic Composition of Community School Boards.

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Reduction in Force: Is Your Board Prepared?

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When a Board Is This Divided, Almost Anything Can Go Wrong—and Does.

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The Budget Development Process: A Case Study of the Philadelphia School District, 1977.

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Community Participation in Budget Development: A Case Study of the 1977 Budget Task Force of the Philadelphia School District.

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Building Conversion

Closed Schools—Open Doors. Revised.

ED 173 914

Bus Transportation

An Explanation of Pupil Transportation Costs, Seattle School District No. 1. Report No. 78-29.

ED 172 454

Parent Perceptions of Magnet Schools as a Method of Desegregation.

ED 170 384

California (San Diego)

School Integration Surveys: Preliminary Report.

ED 167 666

School Integration Surveys. 1978 Report.

ED 167 667

Campus Level Planning Project

Planning and Decision-Making at the Local School Level.

ED 170 864

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Report on the Second Year of the Kwantu's Alternative Rehabilitation Program of Templeton Secondary School. Research Report 78-06.

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Useful Phrases in English: Cantonese. Language SOS.

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Career Awareness

Assembling in Sequence: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th.

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Color Discrimination: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2.

ED 172 011

Crawling and/or Squatting: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2nd.

ED 172 010

Creativity: A Saleable Work Skill. Occupation Simulation Packet. Grades 3rd-4th.

ED 172 013

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From Cooks to Carpenters: Measuring - A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.

ED 172 015

Oral Persuasion: A Saleable Work Skill. Occupation Simulation Packet. Grades 5th-6th.

ED 172 014

Career Development

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

ED 166 422

The World of Work in Room 101.

EJ 199 187

Career Education

California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.

ED 166 401

Career Exploration for Gifted and Talented High School Students. Final Project Performance Report, October 1, 1977 through February 28, 1979.

ED 173 613

Career Exploration for Gifted and Talented High School Students. Section II. Correspondence and Evaluation, Appendix A-G.

ED 173 614

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.

ED 169 223

An Evaluation Study of the District of Columbia Experience Based Career Education Program. Final Report.

ED 166 422

Experience Based Career Education at Wichita East High School: A Third-Party Evaluation for Year Two, 1977-78.

ED 170 576

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 20, 1977 to September 30, 1978).

ED 167 747

High School Internship Project Dissemination Packet.

ED 168 225

A High School Internships Program in Career Education for the Gifted and Talented. Final Report.

ED 168 224

K-12 Urban Career Education Infusion Project. Final Evaluation

ED 170 469

K-12 Urban Career Education Infusion Project Needs Assessment.

ED 170 470

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. Final Project Performance Report.

ED 171 914

Project ICE (Implementing Career Education). St. Louis, Missouri, Public Schools. Final Evaluation Report.

ED 171 897

Public Service Administration Internship Program in Career Education. Final Report.

ED 166 869

The Yellow, Blue and Red Book. A Collection of Short-Term Activities Developed by and for Teachers K-6, to Help Expand Students' Awareness of Traditional Sex Role Stereotyping.

ED 172 028

Career Exploration

Industrial Arts Metalworking for Intermediate and Junior High Schools. Curriculum Bulletin. 1978-79 Series. No. 8.

ED 167 778

Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences in the Community. Final Project Performance Report.

ED 171 914

Career Intern Program

California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.

ED 166 401

Career Planning

Accent on Foreign Languages.

ED 172 519

The World of Work in Room 101.

EJ 199 187

Case Studies (Education)

The Budget Development Process: A Case Study of the Philadelphia School District, 1977.

ED 168 150

Caucasian Students

Induced Desegregation: Its Effects on White Pupil Population and Resegregation in the Memphis City School System.

ED 167 659

Change Strategies

Louisville 1975-76: The Birth of a Desegregation Institute.

ED 169 187

Chicago Mastery Learning Reading Program II

Mastery Learning: Theory, Research, and Implementation.

ED 169 683

Child Development

Prekindergarten Head Start Evaluation. Year End Report. 1977-1978. Report No. 7916.

ED 167 581

Child Rearing

Evaluation Design 1978-79: Education for Parenthood Project.

ED 173 743

Chinese

Useful Phrases in English: Cantonese. Language SOS.

ED 168 317

Chinese Americans

Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.

ED 168 330

Chinese Culture

Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.

ED 168 330

Chinese New Year (Jung-Gwok San Niha).

ED 168 312

Dragon Boat Festival (Dyun Ngh Jit).

ED 168 365

Little May's Family (Siu Muih Dik Ga Tihng).

ED 168 316

Cincinnati Public Schools OH

Commitment to Instructional Clients for R&E in the Cincinnati School System.

ED 167 593

Research and Evaluation to Improve Instruction: The Cincinnati Strategy.

EJ 207 338

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ONTERIS Printed Index. Cumulated Subject/Author Index to Volumes 1 and 3.

ED 166 958

City As School NY

City-As-School, School Year 1977-1978. Validation Report.

ED 166 065

Class Organization

Ethnography of the Bilingual Classroom.

EJ 205 832

Classroom Environment

Interracial Acceptance in Desegregated Schools.

EJ 201 259

Classroom Research

Ethnography of the Bilingual Classroom.

EJ 205 832

Collective Bargaining

Third-Party Participation in the 1978 Teacher Negotiations in Philadelphia: The Politics of Bargaining.

ED 170 917

College Credits

University of Massachusetts-Boston English High School Staff Development Collaborative.

ED 168 978

College High School Cooperation

University of Massachusetts-Boston English High School Staff Development Collaborative.

ED 168 978

College Preparation

Guidance in the High School.

ED 172 098

Color

Color Discrimination: A Saleable Work Skill. Occupation Simulation Packet. Grades K-2.

ED 172 011

Communication Skills

Speaking: Pupil Competencies.

ED 170 818

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Title _____ **Reduction in Force: Is Your Board Prepared?**

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Accession Number

Atlanta Independent School District

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Reduction in Force: Is Your Board Prepared?

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Final Evaluation Report 1976-1977. Systemwide Evaluation. Publication Number: 76.70

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Baltimore City School District

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University of Massachusetts - Boston English High School Staff Development Collaborative.

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Brevard County School District

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Rockledge, Florida 32955

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Buffalo School District

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Cincinnati City School District

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Dade County School District

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Miami, Florida 33132

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Dallas Independent School District

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Dallas, Texas 75204

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5057 Woodward Ave.
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District of Columbia Public Schools

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200 North Monroe Street
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Greenville County School District

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Greenville, South Carolina 29602

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Hawaii State Department of Education

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3830 Richmond Ave.
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Contact Person:
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1209 Quail St.
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Montgomery County Public Schools

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New Orleans, Louisiana 70122

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New York Board of Education

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Philadelphia School District
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Phoenix Union High School System

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A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects.

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Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.

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Prince William County School District

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San Diego City Schools

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